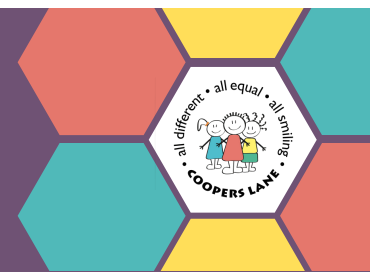


HISTORY CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT

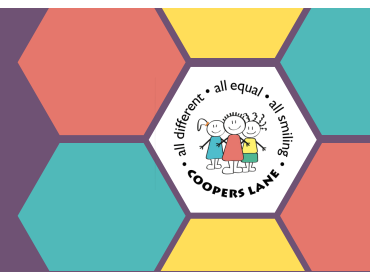
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Personal History & Chronology</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Figures: Thomas Edison, Lewis Latimer, Alexander Graham Bell, Morris Mitcham</p>	<ul style="list-style-type: none"> - through the context of pictures: what they think history is; what is old and new; use words about the past such as old, new, a long time ago, before I was born, then and now etc. - to order key events in their own lives - about their own family history through creating their own family tree - to identify if a toy is from the past or present; compare toys; identify which toys they like from then and now; explain reasons - to identify electrical items; to talk about electrical items then and now - about the differing methods of communication; identify communication from then and now; select appropriate communication methods to match tasks - to identify different modes of transport; know how recent a mode of transport is; research a mode of transport past and present - to identify different types of shops from then and now; research types of shops; choose produce and market their own shop 	Reception	<p>Introduction to History: Then & Now - Example planning with links</p> <p>(Google Drive, Curriculum 2020, History, Year 1)</p>
AUTUMN 2				
SPRING 1				
SPRING 2	<p><u>Kings & Queens</u></p> <p>Succession; Sequencing; Chronological Order; Historical Language</p> <p>Key Figures: Elizabeth I, Elizabeth II, Victoria, Sarah Forbes Bonetta, Henry VIII, Oliver Cromwell</p>	<ul style="list-style-type: none"> - about the role of Kings and Queens today and name the current monarch, Queen Elizabeth II - the significance of Kings and Queens in British History - about Elizabeth I, Victoria (and her link to Sarah Forbes Bonetta & child) and Henry VIII; when they ruled, what they did, and what was significant about them - about significant events in history <ul style="list-style-type: none"> • barons of England forced King John to sign the Magna Carta on 15th June 1215, limiting the power of the monarch • King John was succeeded by his son Henry III, who also alienated the barons - they rose in revolt and the most powerful of them, Simon de Montfort, called a parliament that included not only the barons, but representatives of towns and countries for the first time • Charles I believed in the Divine Right of Kings (that God had given him the authority to do as he wished) and was unwilling to be constrained by parliament. This led to the Civil War and his execution • The Commonwealth (1649-1660) was the period when Britain had no monarch, and was ruled by Parliament and Oliver Cromwell • The Restoration of the monarchy took place in 1660. Charles II then ruled with a parliament • William III and Mary II became joint monarchs and signed the Declaration of Rights, officially limiting the power of the monarch and establishing in principle the constitutional monarchy that we still have today 	Reception	<p>Core Knowledge Document - Year 1, Page 3 - Background subject information/ objectives</p> <p>CK Resource Pack - Kings, Queens & Leaders - Example planning & activity worksheets</p> <p>What Your Child Needs to Know - Year 1 Book for subject knowledge - Pages 136, 141 - 146</p> <p>(Google Drive, Curriculum 2020, History, Year 1)</p>

HISTORY CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT (CONTINUED)

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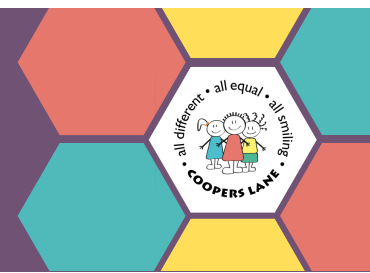


	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER 1	<p><u>Prime Ministers & World Leaders</u></p> <p>Sequencing; Chronological Understanding; Historical Language</p> <p>Key Figures: Robert Walpole, Sir Robert Peel, Sir Winston Churchill, Dame Margaret Thatcher, Boris Johnson, Nelson Mandela, Barrack Obama</p>	<ul style="list-style-type: none"> - about the importance of the Prime Minister in a parliamentary democracy - about the role of the Prime Minister today (Boris Johnson) <ul style="list-style-type: none"> • today the Prime Minister is in charge of government • the Prime Minister has regular meetings with the Queen to tell her about the discussions of the cabinet • the Prime Minister lives at 10 Downing Street - how the office of a Prime Minister developed historically <ul style="list-style-type: none"> • Robert Walpole achieved influence with George II and with the House of Commons. He became the most important minister in the Cabinet: the first Prime Minister • as the power of the monarchy decreased, the influence of the Parliament and the Prime Minister grew - the importance of British symbols and figures including: The Union Jack, Buckingham Palace, 10 Downing Street, and the Houses of Parliament - about key world leaders from around the world, and if those countries have a monarchy, for example: Nelson Mandela, Barrack Obama; how the role may be different to the role of our Prime Minister 	<p>Reception</p> <p>Year 1 - Spring 2: Kings & Queens</p>	<p>Core Knowledge Document - Year 1, Page 3 - Background subject information/ objectives</p> <p>CK Resource Pack - Kings, Queens & Leaders - Example planning & activity worksheets</p> <p>What Your Child Needs to Know - Year 1 Book for subject knowledge - Pages 136, 141 - 146</p> <p>(Google Drive, Curriculum 2020, History, Year 1)</p>
SUMMER 2				

PLEASE REFER TO THE '*KS1 CONTINUOUS PROVISION PLANNING GUIDE*', RESOURCE ENHANCEMENTS SECTION, TO HELP SUPPORT THE TEACHING OF THE ABOVE OBJECTIVES IN THE CLASSROOM CONTINUOUS PROVISION.

HISTORY CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT

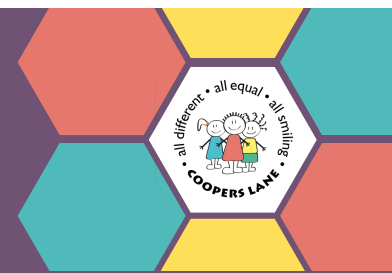
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1				
AUTUMN 2	<p><u>History of World Religions: Judaism, Christianity and Islam</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Figures: Thomas Edison, Lewis Latimer, Alexander Graham Bell, Morris Mitcham</p>	<p>Judaism</p> <ul style="list-style-type: none"> - belief in one God - followers are called the Jewish people or Jews and become familiar with the Story of the Exodus where Moses leads the Hebrews out of Egypt - about important places, holidays, symbols and features such as: Israel, Hanukkah (sometimes spelled Chanukah), Torah, synagogue, symbol of the Star of David <p>Christianity</p> <ul style="list-style-type: none"> - belief in one God - followers are called Christians - that Christianity grew out of Judaism - about important places, holidays, symbols and features such as: Jesus, meaning of 'messiah', Christmas, Easter, symbol of the cross <p>Islam</p> <ul style="list-style-type: none"> - belief in one God - followers are called Muslims - that it originated in Arabia and spread worldwide - about important places, holidays, symbols and features such as: Allah, Muhammad, Makkah, Qur'an, mosque, symbol of the crescent and star (found on the flags of many mainly Islamic nations) 	<p>Year 1 - RE Christianity Autumn 2 and Summer 1</p>	<p>Introduction to History: Then & Now - Example planning with links</p> <p>(Google Drive, Curriculum 2020, History, Year 1)</p>
SPRING 1				
SPRING 2	<p><u>Ancient Egypt</u></p> <p>Succession; Sequencing; Chronological Order; Historical Language</p> <p>Key Figures: Howard Carter</p>	<p>-the nature of a 'civilisation' and what defines a settled culture as opposed to a nomadic lifestyle; that settlements, agriculture, laws and customs and communications all form important parts of civilisation</p> <ul style="list-style-type: none"> - about key pharaohs such as: Rameses II, Tutankhamun, Hatshepsut (woman pharaoh), Akhenaten and Queen Nefertiti - to identify key features in the Ancient Egyptian culture and religion such as: pyramids, mummies, Great Sphinx, animal gods and hieroglyphic writing 		<p>Core Knowledge document - Year 2 Page 6</p> <p>CK Resource Pack - Ancient Egypt (Shallow dip Y2 In depth Y5)</p> <p>What Your Child Needs to Know in Year 2 Book - Pages 125 - 133 & 158</p> <p>(Google Drive, Curriculum 2020, History, Year 2)</p>

HISTORY CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT (CONTINUED)

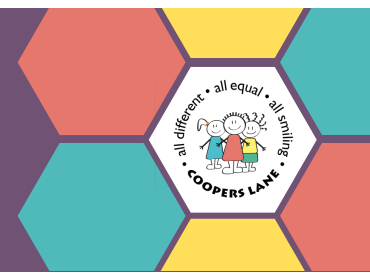
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER 1				
SUMMER 2	<p><u>Great Fire of London vs London Now</u></p> <p>Sequencing; Chronological Understanding; Historical Language</p> <p>Key Figures: <i>Samuel Pepys</i></p>	<ul style="list-style-type: none"> -when the Great Fire of London started - placing it on a timeline and looking at a variety of sources to help identify ways in which London 1666 was different to today - about Samuel Pepys and his diary, looking at his experience of the fire and consider how others might have been feeling - about the story of the Great Fire of London, where it started and how it spread, looking at how much of London was affected, and how it ended - some of the reasons why the Great fire lasted so long, such as housing, firefighting techniques, the actions of the king and other officials, and the weather; about things that have changed to make sure large scale fires would never happen again. - Grenfell link - about different sources of information linked to Samuel Pepys diary 	<p>Year 1 - Summer: London Landmarks</p>	<p>Plan Bee – The Great Fire of London</p> <p>(Google Drive, Curriculum 2020, History, Year 2)</p>

HISTORY CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT

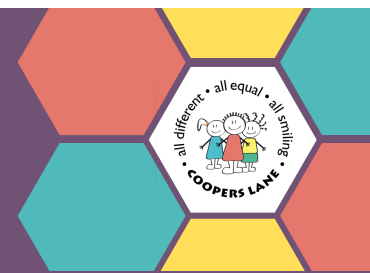
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><u>Ice Age, Stone Age, to Bronze Age and Iron Age</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Places: Skara Brae, Stonehenge, Star Carr</p>	<ul style="list-style-type: none"> - think about what the word history means; what is pre-history or prehistoric?; use words about the past such as old, new, a long time ago, ancient, then and now etc; understand that long periods of human development are often described by a single, defining characteristic - to order key events in the Ice Age, Stone Age, Bronze Age and Iron Age; understand why the periods were called that - to use the terms Palaeolithic, Mesolithic and Neolithic to describe periods - to understand what an archeologist does and how they find out about history - understand about early humans and the Palaeolithic period by examining different species of early man and learning about their achievements - about using a variety of sources to find and infer facts - to explore different technology and tools used by early man in each of the Ages - to look at settlements in different time periods and see how they have developed 		<p>Core Knowledge document - Year 1, page 3</p> <p>Plan Bee - The Prehistoric World: Cross Curricular Topic (History)</p> <p>Core Knowledge Resource Pack - Prehistoric Britain (Y1 pitched)</p> <p>(Google Drive, Curriculum 2020, History, Year 3)</p>
AUTUMN 2				
SPRING 1	<p><u>Ancient Greece</u></p> <p>Succession; Sequencing; Chronological Order; Historical Language</p> <p>Key Figures: Pythagoras, Socrates, Hippocrates, Plato, Aristotle, Archimedes</p>	<ul style="list-style-type: none"> - that the ancient civilisations form an important foundation of Western culture; how politics, philosophies and myths of Ancient Greece give the first examples of citizenship and democracy - understand about the different types of government in the city states with a focus on Athens and Sparta; monarchy, democracy, oligarchy; what are the advantages and disadvantages of each - explore different sources and understand the difference between primary and secondary sources - about significant events in history <ul style="list-style-type: none"> • forming of the Olympic Games • Persian wars; battle of Marathon; Thermopylae • Alexander the Great - about the importance of gods and goddesses and the great philosophers 		<p>Core Knowledge Document - Year 3, Page 14 - Background subject information/ objectives</p> <p>CK Resource Pack - Ancient Greece Unit 1 and Unit 2- Example planning & activity worksheets</p> <p>Plan Bee - Ancient Greece: Cross Curricular Topic (History and Geography)</p>
SPRING 2	<p><u>Rule of Law and Murder in the Cathedral</u></p> <p>Succession; Sequencing; Chronological Order; Historical Language</p> <p>Key Figures: Henry II, Thomas a Becket, Plantagenet Kings</p>	<ul style="list-style-type: none"> - understand how a new family of royals came to the throne; the battles between the mighty families; that Henry II was the first of the Plantagenet Kings - understand how Henry II helped to form the modern legal system by having judges and juries hear cases; judges travelled around so as not to be biased in a local case - about Henry II having a conflict with the church; Thomas a Becket (The Archbishop of Canterbury) challenged the King's authority; struggles with Rome who was the head of the Catholic church. - the murder of Thomas a Becket at Canterbury Cathedral against the wishes of the king - how this conflict between church and monarchy would continue for many more years to come. 		<p>Core Knowledge Document - Year 3 Page 15 - Background subject information/ objective</p> <p>(Google Drive, Curriculum 2020, History, Year 3)</p>

HISTORY CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT (CONTINUED)

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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER	<p><u>India, China and Japan</u></p> <p>Cultural Beliefs; Impact on Modern Culture; Traditions; Historical Language</p> <p>Key Figures: Marco Polo</p>	<p>- about religions across India; Hinduism and Buddhism</p> <p>-China</p> <ul style="list-style-type: none">• about civilisation; the ruling dynasties and do they represented whole of China• the teachings of Confucius; honour your ancestors; don't bring shame on the family• Chinese New Year; how and when is it celebrated• inventions such as paper and silk <p>Japan</p> <ul style="list-style-type: none">• its modern culture alongside the traditions of the past; big, modern cities that are centres of industry and business• importance of family dynasties and the feudal system; an emperor is a nominal leader but the real power is in the hands of the Shoguns; samurai and the code of Bushido• the religions of Buddhism and Shintoism• cultural traditions of origami, traditional costume of the kimono; tea drinking ceremonies	<p>Year 1; Autumn 2, Geog; The World</p> <p>See RE Curriculum - Hinduism, Buddhism</p>	<p>Core Knowledge Document - Year 3, Page 13 - Background subject information/ objectives</p> <p>(Google Drive, Curriculum 2020, History, Year 3)</p>

HISTORY CURRICULUM - YEAR 4 OBJECTIVES TO BE TAUGHT

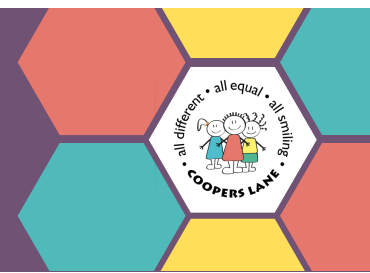
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">AUTUMN</p>	<p><u>The Stuarts and The Civil War; The Restoration</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Figures: Elizabeth I, James I & James VI, Charles I & Oliver Cromwell</p>	<ul style="list-style-type: none"> - the importance of the union of crowns; who Elizabeth I and James VI were in relation to one another linking to Mary Queen of Scots; able to sequence events into chronological order - about James I's belief in the 'Divine Right of Kings' meaning God chose him to be King, so no one could challenge his power; James I was a wise king, but very bad at sharing is power - why the Gunpowder plotters tried to blow up parliament and it's link to religion; about the bad treatment of Catholics and how their rights were taken away; that The Gunpowder Plot was a reaction to oppression and discrimination - how Parliament were unwilling to grant the King money; dissolved by the King ; to describe Charles 1 through what they find out; to find similarities with him and James I – believed in the 'Divine Right of Kings', disaster rule, and to rule with absolute power, refusing to listen to the demands of Parliament - about the 'Eleven Years of Tyranny' where unpopular decisions were made, taxing was brought in, a war in Europe, and advocated High Anglicanism and opposed Puritanism - how Charles I's disastrous reign led to the Civil War; the cause of the English Civil War – both the political and military aspects; sequence the events of the Civil War - who the different sides were during the Civil War, and why the Roundheads won; who the Roundheads (Parliamentarians) and Cavaliers (Royalists) were and consider why Parliament decided to trial and execute Charles I; to understand what treason is - how Britain became a 'Commonwealth'; who Oliver Cromwell was and the meaning of 'Lord Protector'; why people wanted Charles II to return to England to become King; about the next phase 'Restoration' – a period of great celebration and relief - about the 'Great plague' outbreak in London during a very hot summer, before cold weather in October kills it off - to consolidate prior learning of the Great Fire of London and investigate why the Great Fire spread so quickly through the city - about Christopher Wren and Robert Hooke in charge of rebuilding with a close look at architecture and what's still here today - what was so 'glorious' about the Revolution; who the Dutch Prince and Wife (William III & Queen Mary) were who came and peacefully invaded 		<p>Core Knowledge document – Year 4 Page 21 – 23</p> <p>CK Resource Pack – The Stuarts</p> <p>CK Resource Pack – The English Civil War</p> <p>(Google Drive, Curriculum 2020, History, Year 4)</p>
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">SPRING 1</p>	<p><u>Ancient Rome; The Empire</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Figures: Julius Caesar, Augustus Caesar</p>	<ul style="list-style-type: none"> - the background of Ancient Rome; to define BC, AD and BCE, CE; Latin as the language of Rome - the legend of how Rome was founded and investigate how it grew into the Roman Empire through listening to the legend of Romulus and Remus discussing the accuracy of the story - what the Romans believed; about the gods and goddesses of Ancient Rome and what they were each worshipped for; that they were largely based on Greek religion; to discuss similarities and differences between Roman and Greek gods - about the Republic: Senate, Patricians; Plebeians; about the Punic Wars: Carthage, Hannibal 	<p>Year 2 – Spring; Ancient Egypt</p> <p>Year 3 – Spring; Ancient Greece</p>	<p>Core Knowledge document – Year 2 Page 8</p> <p>Core Knowledge document – Year 4 Page 20</p> <p>(Google Drive, Curriculum 2020, History, Year 4)</p>

HISTORY CURRICULUM - YEAR 4 OBJECTIVES TO BE TAUGHT (CONTINUED)

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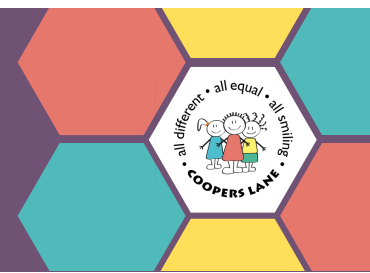


	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 1 cont.	<p><u>Ancient Rome; The Empire</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Figures: <i>Julius Caesar, Augustus Caesar</i></p>	<ul style="list-style-type: none"> - about the Ancient Roman Empire - about Julius Caesar who defeats Pompey in civil war; becomes dictator; 'Veni, vidi, vici' (I came, I saw, I conquered); Cleopatra of Egypt; assassinated in the Senate by Brutus - about the social structure and organisation of Ancient Rome by comparing monarchy and a republic and discussing the differences between the two for different types of people; to investigate different levels of society and about Roman Emperors and how they have changed the lives of people they ruled over - about Augustus Caesar; first emperor of Roman Britain 27BC - 14AD - about life in the Roman Empire including building and facilities and their uses; by looking at photographs of different building left behind and the different materials they were made from, for example: The Forum: temples, marketplaces; The Colosseum: circuses, gladiator combat, chariot races; Roads, bridges and aqueducts; more detail about the Roman entertainment of chariot racing and gladiator fights - about the destruction of Pompeii when Mt Vesuvius erupted - about the persecution of Christians - of the 'decline and fall' of Rome through weak and corrupt emperors by the Legend of Nero; civil wars and the City of Rome sacked - about the Eastern Roman Empire: Byzantine Civilisation; the rise of the Eastern Roman Empire, known as Byzantine Empire - about Constantine, an Emperor who made Christianity the official language of Rome; about Constantinople (now called Istanbul) merging diverse influences and cultures - about Justinian and Justinian's Code 		<p>CK Resource Pack - Punic Wars</p> <p>CK Resource Pack - The Founding of Rome</p> <p>CK Resource Pack - The Romans (Y2 Pitched)</p> <p>PlanBee - The Romans</p> <p>Christine Counsell - Reading Comp materials</p> <p>(Google Drive, Curriculum 2020, History, Year 4)</p>
SPRING 2	<p><u>Romans: Impact on Britain</u></p> <p>Sequencing; Chronological Understanding; Historical Language</p> <p>Key Figures: <i>Boudicca</i></p>	<ul style="list-style-type: none"> - the vast extent of Roman influence from the Middle East and North Africa to Northern Europe; how they exported ideas, innovations and language all over Europe, and led to the development of the idea of Christendom - that the Romans brought literacy and extended trade to Britain and contact with continental Europe, as well as technological developments - the Romans invade in 43AD under Emperor Claudius; about Boudicca, Rebellion of the Iceni, in 60AD; how Roman settlements at Colchester, London and St Albans were destroyed and the how the Romans considered leaving - how the Romans fail to conquer Scotland (Caledonia); of Hadrian's Wall; how Ireland (Hibernia) not invaded; about large Roman Settlements such as Londinium and Eboracum - about the technological advances such as: road networks, sewage and water supply systems and literacy and written records; about Roman archaeology in the Britain, such as the Roman villas at Lullingstone or Crofton, and the Roman baths in Bath - In 410AD, the Romans leave; about the economic decline, of how Roman integration and intermarriage; Romans left cultural influence; about Romano-British culture; Romanisation of the language, e.g. centenary, mega, video 	<p>Year 2 - Spring; Ancient Egypt</p> <p>Year 3 - Spring; Ancient Greece</p>	<p>As above - Spring 1</p> <p>(Google Drive, Curriculum 2020, History, Year 4)</p>

	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER 1	<p><u>Christianity and The Unity of England and Scotland</u></p> <p>Sequencing; Chronological Understanding; Historical Language</p> <p><i>Ensure the historical, rather than theological, importance of Christianity in Britain is emphasised. Early Christianity helped form identity and social organisation. Pupils should be introduced to the idea that Christian institutions and beliefs were of great importance to people's lives and shaped their world.</i></p>	<ul style="list-style-type: none"> - that Christianity was the official religion of the Roman Empire before the Romans left Britain - about Roman Emperor Constantine and his conversion to Christianity in 312 <p>Spread of Christianity</p> <ul style="list-style-type: none"> - about the missionaries who travelled throughout the Roman Empire to convert Anglo-Saxon pagans to Christianity - St Augustine (of Canterbury), first Archbishop of Canterbury; King Aethelbert of Kent - St. Patrick, Christian missionary to Ireland; Ireland's patron saint - St. Columba, Celtic Christianity to Scotland; monastery of Iona - St. Aidan, Christianity in Northumbria; monastery at Lindisfarne <p>Monasticism in Medieval Europe</p> <ul style="list-style-type: none"> - about Monasticism and how it was the centre of cultural and scholastic life - Monks studied grammar, logic, mathematics, canon law and medicine; some monasteries become universities. - The Venerable Bede wrote a historical account of England The Ecclesiastical History of the English People - what an illuminated manuscript is - The Book of Kells and the Lindisfarne Gospels 	<p>Year 2 - Summer 1, Geog, The UK</p>	<p>Core Knowledge document - Year 2 Page 9</p> <p>(Google Drive, Curriculum 2020, History, Year 4)</p>
SUMMER 2				

HISTORY CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT

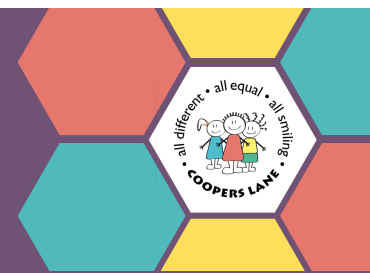
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1				
AUTUMN 2	<p><u>Ancient Egypt incl. Mesopotamia</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Figures: Howard Carter</p>	<ul style="list-style-type: none"> - to locate and identify Egypt on a map, using their previous knowledge of Ancient Egypt, and find out the difference between 'ancient' and 'modern' - to use a map to explore Ancient Egypt and the Nile; identify the importance of the Nile to Ancient Egyptian settlements finding out how Ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life - about key pharaohs including Rameses II, Tutankhamun, Hatshepsut (woman pharaoh), Akhenaten and Queen Nefertiti - about Howard Carter and the discovery of Tutankhamen's tomb in 1922, looking at artefacts found in the tomb, including the sarcophagus and the death mask; to explain what we can use learn about Ancient Egypt form artefacts found by archaeologists - about a variety of Ancient Egyptian artefacts and think about what they can tell us about everyday life in Ancient Egypt; they find out about the Rosetta Stone and why it was such an important discovery for translating hieroglyphics; reflect on what they might leave for other generations and what they might say about our society - in depth, about temples, tombs and pyramids - to explore their own lines of research into everyday life with categories such as food, clothing, farming and religion - about Ancient Egyptian beliefs, including some of the major gods and goddesses; about beliefs in the underworld and life after death - to explore the mummification process <p>MESOPOTAMIA: THE 'CRADLE OF CIVILISATION'</p> <ul style="list-style-type: none"> -to identify and locate, and understand the importance of the Tigris and Euphrates Rivers in Mesopotamia - to identify key features in the Ancient Mesopotamian culture and religion - Cuneiform writing: understand why writing is important to the development of civilization looking at Ziggurat temples - Babylon city - The Gate of Ishtar - to what the Code of Hammurabi (early code of laws) is and become familiar with it - Understand why rules and laws are important to the development of civilisation 	<p>Year 2 - Spring 2; Ancient Egypt shallow dip</p>	<p>Core Knowledge document - Year 2 Page 6</p> <p>CK Resource Pack - Ancient Egypt (Shallow dip Y2 In depth Y5)</p> <p>What Your Child Needs to Know in Year 2 Book - Pages 125 - 133 & 158</p> <p>(Google Drive, Curriculum 2020, History, Year 5)</p>
SPRING 1				

HISTORY CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT (CONTINUED)

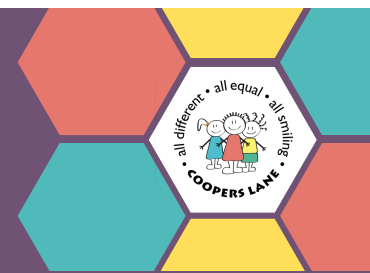
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><u>Vikings and Saxons</u></p> <p>Succession; Sequencing; Chronological Order; Historical Language</p> <p>The British Isles were subject to successive waves of invasions from Northern Europe and Scandinavia. The Anglo-Saxon immigrations and invasions mixed with the Romano-British to modify native culture. Encourage children to think about the significance of waves of immigrations in forming cultures in the British Isles. Use maps to ensure children can understand where early Kingdoms existed in Britain.</p>	<ul style="list-style-type: none"> - more about what Britain was like after the Romans left (recapping when and why this happened) and how the Anglo-Saxons lived - about the seven Anglo-Saxon kingdoms and seven kings who ruled them fighting one another for power - about the legend of King Arthur (a Roman-affiliated military leader who successfully staved off a Saxon invasion during the 5th to 6th centuries) - to compare the arrival of the Anglo-Saxons with the influence of the Vikings. - to understand the different ways in which Viking attack, invasion, settlement and interaction influenced Britain, as well as the extent of Viking exploration and its importance in Viking culture. - about the first Viking invasion, establish who the Vikings were and where they came from; about the events surrounding the attack on Lindisfarne in 793AD - about the culture of exploration and seafaring; trading routes and Danegeld payments to convince them not to attack - about subsequent invasions from the Vikings, and the battles between Anglo-Saxons and Vikings; about the peace treaty eventually signed to give control of the north-east of England to the Vikings; that Vikings are known for invasion and violence - of the reign of Alfred the Great, exploring how he unified England, as well as his other achievements; what life was like for Vikings living in Britain considering how it was different to their Anglo-Saxon counterparts; about the Dane law - about key figures and events that led to England becoming a unified country under the control a single Viking King by the year of 1016 - more about the end of the Anglo-Saxon & Viking era, expressing their understanding. 	<p>Year 4 - Spring 1 & 2 - Romans</p> <p>Year 5 - Spring 1 - Northern Europe</p>	<p>(Google Drive, Curriculum 2020, History, Year 5)</p>
SUMMER 1	<p><u>The Spread of Islam & The Holy Wars</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Figures: Muhammed</p> <p><i>The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history.</i></p>	<ul style="list-style-type: none"> - that religion is a shaping force in the story of civilisation <p>ISLAM</p> <ul style="list-style-type: none"> - about who Muhammad was, when he lived and why he was an important figure in Islam; gain understanding through how the Qur'an was revealed to him and how he might have felt when he realised he was a prophet; to identify similarities and differences between Muhammad and other religious figures - from first hand accounts about Muhammad's life and his impact on the world and compare his life with other people who changed the world - how Muhammad's actions, morals and teachings make him an inspiration and role-model for Muslims today, and relate this to their own lives as they think about people who inspire them - about Allah and identify the Qur'an as the holy book of Islam, considering the concept of the Qur'an begin the literal word of God; some of the ways in which the Qur'an is treated to reflect this belief - Sacred city of Makkah, mosques - understand what the 'Five pillars' of Islam are to gain a deeper understanding of the Islamic faith, identifying the effect each pillar has on a Muslim's life - Declaration of faith 	<p>Year 2 - Autumn 2; History of World religions</p> <p>See RE Curriculum</p>	<p>Core Knowledge document - Year 5 Page 24</p> <p>Plan Bee - Why is Muhammad important?</p> <p>Plan Bee - Islamic Rites of Passage</p> <p>(Google Drive, Curriculum 2020, History, Year 5)</p>

HISTORY CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT (CONTINUED)

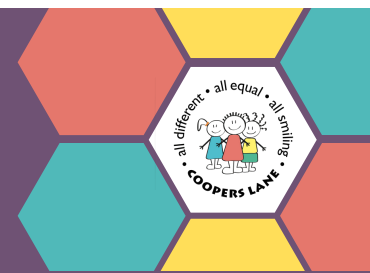
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SUMMER 1 cont.	<p><u>The Spread of Islam & The Holy Wars</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Figures: Muhammed</p> <p>The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history. The goal is to familiarise, not proselytise; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past.</p>	<ul style="list-style-type: none"> - about Salat, the obligatory Muslim prayers, performed five times each day facing toward Makkah, as it is the second Pillar of Islam - about the well-known Muslim festival of Ramadan, discovering what they do and why including fasting - that charity is mentioned numerous times in the Qur'an and one of the key principles of Islam is to help fellow human beings and the needy - to identify what pilgrimage is and find out about the Hajj and why it is an important rite of passage for Muslims; what happens during this pilgrimage and some of the specific tasks and ceremonies that are undertaken - that Arab peoples unite to spread Islam in Northern Africa, through the eastern Roman Empire, and as far west as Spain. <p>DEVELOPMENT OF ISLAMIC CIVILISATION</p> <ul style="list-style-type: none"> - about the contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals - of thriving cities as centres of Islamic art and learning, such as Cordoba (Spain) <p>WARS BETWEEN MUSLIMS AND CHRISTIANS</p> <ul style="list-style-type: none"> - The Holy Land, Jerusalem - The Crusades - Saladin and Richard the Lionheart - Growing trade and cultural exchange between east and west 	<p>Year 2 - Autumn 2; History of World religions</p> <p>See RE Curriculum</p>	<p>Core Knowledge document – Year 5 Page 24</p> <p>Plan Bee – Why is Muhammad important?</p> <p>Plan Bee – Islamic Rites of Passage</p> <p>(Google Drive, Curriculum 2020, History, Year 5)</p>
SUMMER 2	<p><u>The Birth of the British Empire</u></p> <p>Sequencing; Chronological Understanding; Historical Language</p> <p>Key Figures: Thomas Clarkson, William Wilberforce, Olandah Equiano</p>	<ul style="list-style-type: none"> - Global trade; colonies established abroad where Britain had built forts and towns for merchants and soldiers to live; British merchants exchanged British-made goods for new exotic luxuries of British ports including Liverpool, Glasgow and Bristol became rich <p>The Seven Years War</p> <ul style="list-style-type: none"> - 1756 French invaded the British colony of Minorca, off the coast of Spain - Britain went to war with France, battles were fought in trading colonies around the world of Canada; The Battle of Quebec, General Wolfe <p>India</p> <ul style="list-style-type: none"> - East India Company; Mughal Empire crumbling - Battle of Plassey; Rule Britannia <p>1759 'The Year of Miracles' and the birth of the British Empire</p> <p>The Royal Navy</p> <ul style="list-style-type: none"> - Impressment; forcing men to serve in the Royal Navy of Life of a sailor; diet, scurvy, punishments <p>ABOLITION OF SLAVERY IN THE BRITISH EMPIRE</p> <ul style="list-style-type: none"> - slaves transported from Africa to plantations in the Americas; conditions on slave ships; ill treatment of slaves on plantations - beginning of movement for the abolition of slavery - Thomas Clarkson; William Wilberforce; Olandah Equiano - 1807 Bill for the Abolition of the Slave Trade - 1833 Slavery abolished throughout the British Empire 	<p>Year 4 - Spring 1; Roman Empire</p>	<p>Core Knowledge document – Year 5 Page 27</p> <p>Core Knowledge document – Year 5 Page 29</p> <p>CK Resource Pack – The Birth of the British Empire</p> <p>CK Resource Pack – The Abolition of Slavery</p> <p>(Google Drive, Curriculum 2020, History, Year 5)</p>

HISTORY CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT

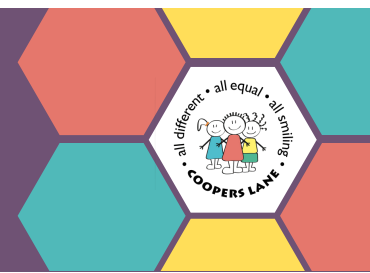
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1				
AUTUMN 2	<p><u>World War II</u></p> <p>Sequencing; Historical Language; Comparisons; Research</p> <p>Key Figures: Winston Churchill, Adolf Hitler, Anne Frank</p>	<ul style="list-style-type: none"> - to develop a chronologically secure knowledge and understanding of WWII by learning about the events leading to the outbreak of WWII; to sequence and order events from early WWII; to discuss what history is including recent history – decide if WWII should be classed as recent or modern history - about the Chamberlain announcement - about the ‘phoney war’, an eight month period - that WWII is not a civilisation, but a period of history and was relatively short but with huge impact - more about the world leaders and their countries of that time and decide if they were allies or axis; why WWII was called a ‘world war’ - about primary and secondary evidence and are able to sort them - about evacuation, constructing informed responses that involve thoughtful ‘sources’ of historical information by learning about when, where and why children were evacuated in WWII; to write in role of an evacuee; about the experiences of people who were not evacuated - about the blackout; the different types of shelter (Anderson, Morrison & Brick Built) and which they would’ve preferred and why - to address and devise historically valid questions about change, cause, similarity and difference, and significance about rationing during WWII and how people adapted to deal with reduced product availability including implementation; to describe how diets were different during WWII - about the importance of the role of women and construct informed responses through selection of relevant historical information; about women’s wartime jobs and describe what they entailed - about the events of the Holocaust in WWII and describe some of the events that happened constructing informed responses from historical information; about Anne Frank and who she was - to describe the key events from WWII and order - about propaganda and that it wasn’t limited to just posters, but also radio, TV, films and newspapers; that propaganda wasn’t just British – the German’s were brilliant at it too (see anti-RAF one); to suggest reasons why images show two different representations of WWII – historical interpretation - to share their feelings on current wars, for example, Iraq, Afghanistan 		<p>Teachers TV – outbreak of war</p> <p>Horrible Histories – Battered by Bombs</p> <p>Time Team Special – D-Day</p> <p>(Google Drive, Curriculum 2020, History, Year 6)</p>
SPRING 1				

HISTORY CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT (CONTINUED)

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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><u>The Industrial Revolution & Economy</u></p> <p>Succession; Sequencing; Chronological Order; Historical Language</p> <p>Key Figures: James Watt, George Stephenson & Earnest Shackleton</p>	<ul style="list-style-type: none"> - how the Industrial Revolution was one of the most significant social and demographic changes in history - how mechanisation and electrification of industry and transport created, for the first time, wealth for the many who were not landowners, and changed the social structures of Britain - about key early technological developments like James Watt's steam engine in 1778 - about travel developments such as George Stephenson's Rocket, railways, canals and aqueducts - how coal mining was important across Britain - about the demographic and social changes it necessitated caused a reassessment of ideas about the role of the state and political representation 	Year 5 - Summer 2; Birth of the British Empire	<p>Core Knowledge document - Year 6 Page 32</p> <p>CK Resource Pack - Industrial Revolution</p> <p>(Google Drive, Curriculum 2020, History, Year 6)</p>
SUMMER 1				
SUMMER 2	<p><u>Social and Political Reform in Lewisham</u></p> <p>Sequencing; Chronological Understanding; Historical Language</p> <p>Key Figures: Emily Davidson</p>	<p>In 1928 all women over the age of 21 were allowed to vote in the UK</p> <ul style="list-style-type: none"> - Suffragettes (violent demonstrations) such as the Lewisham post office bombings Emily Davidson, 1913, jumped in front of the Kings horse at the derby and died for the cause (suffragette); Suffragists (peaceful protests) ; Propaganda was used by both sides ; Many women during WW1 joined the work force in order to support the UK's factories (Industrial revolution and WW2 link) <p>Lewisham was severely damaged during WW2 which resulted in the need for affordable new housing</p> <ul style="list-style-type: none"> - Nearly 9,000 houses in Lewisham were deemed "unliveable" after WW2; Bombs were dropped heavily here because of factories, access to the river and train lines; Use bomb map to identify some of the most destructive attacks during WW2; Grove park, amongst other areas, was created to support those who lost their homes extending the boundaries of Lewisham and London <p>After the War Lewisham saw a sharp increase in immigration</p> <ul style="list-style-type: none"> - The UK lost a lot of working age men during WW2; the UK government asked many people from the old British Empire countries to come to the UK promising jobs on the trains and in the NHS away from poverty; The Empire wind rush travelled from the Caribbean amongst other large ships; people came from all other the world increasing diversity in Lewisham; many arriving into London were met with racism; some people believed immigrants were stealing jobs from British people <p>As a result of increased immigration, racial tensions mounted in the area</p> <ul style="list-style-type: none"> - Civil rights and anti-civil rights protests occurred through the 50's, 60's and 70's some still happen today; The battle of Lewisham (1977); Brixton Riots (1981) <p>Lewisham has a proud LGBTQ+ community</p> <ul style="list-style-type: none"> - Many people from Lewisham attend London Pride which is a day of celebration but also campaigning towards equal rights for members of the LGBTQ+ community ; some laws still discriminate against LGBTQ+; People often face discrimination because of their sexuality <p>Lewisham strives to learn from the past and become a borough of sanctuary for refugees</p>		<p>Map of WW2 bombs that fell across Lewisham http://bombsight.org/#15/51.5050/-0.0900</p> <p>Pride London https://prideinlondon.org/</p> <p>Borough of Sanctuary https://lewisham.gov.uk/mayorandcouncil/community-support/refugees/migrants-and-refugees</p> <p>(Google Drive, Curriculum 2020, History, Year 6)</p>