'Learning for a fuller life...'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW	***History***

INTENT

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

Key phrases from National curriculum aims… "Coherent, chronological narrative", "know and understand significant aspects of history of the wider world", "gain a grounded understanding of abstract terms", "understand historical concepts", "understand the methods of historical enquiry", "gain historical perspective"

Vocabulary that will occur throughout History in school….

Time: chronology, chronological, duration, sequence, timescale, timeline, earliest, latest, century, AD, BC
Society: political, religious, social, beliefs, settlements, trade
Enquiry: artefact, sources, evidence, analyse, hypothesis, investigation, infer, inference
Interpretation: change, events, cause, consequence, impact, similarity, difference
Geography: Britain, British, nation, national, international

***Progression of skills key**: Chronological understanding, Historical knowledge, Interpretations of history, historical enquiry*

YEAR 3	SKILLS	KNOWLEDGE
	Pupils will learn to: ● Sequence events and artefacts. Use dates accurately. ● Find out about every day life and compare with life today ● Understand the reasons for people's actions ● Distinguish between different sources ● Use a range of sources and observe details ● Select and record relevant information	Pupils will learn about: ● The Stone Age and the differences between this period and the present day ● Ancient Egypt society, gods, jobs and how the land was so important to them ● World War Two and how it affected the everyday lives of ordinary people ● Some of the main events, people and changes from the past within the above topics
Enrichment: ● *VE day picnic* ● *Ancient Egyptian day*		*Vocabulary, in addition to general vocabulary on page 1: (underlined = broad, highlighted = first time)* invasion, culture, migration, source **Stone Age**: prehistory, prehistoric, stone age, Neolithic, Palaeolithic, Mesolithic, hunter-gatherer **Egyptians**: archaeology, archaeologist, ancient, agriculture, Egypt, Egyptian, Pharaoh, scribe, tomb, afterlife **WW2:** government, parliament, war, peace, ally, World War 2

YEAR 4	Pupils will learn to: ● Begin to date events and use BC/AD ● Place events on a time line ● Use evidence to reconstruct life in time studied ● Explain some of the main events and give reasons for, and results of them ● Begin to evaluate the usefulness of different sources ● Use text books ● Use evidence to build up a picture of a past event	Pupils will learn about: ● *What the British Empire was and how the indigenous people of Australia (the Aboriginals) were impacted by the arrival of the First Fleet containing British convicts* ● The lifestyle of the Celts, including their homes, clothing, food and music. ● The Roman invasions of Britain and the comparison between Celtic life and Roman life ● How aspects of the past have been represented and interpreted in different ways.
Enrichment: ● *Celtic WOW day.* ● *Norwich Castle Trip*		*Vocabulary, in addition to general vocabulary on page 1: (underlined = broad, highlighted = first time)* stone age, bronze age, primary source, primary evidence, secondary source, secondary evidence, invasion, archaeology, archaeologist, CE, BCE **Celts and Romans**: iron age, achievements, Empires, emperor, conquer, civilisation, Celts, Romans, centurion **Aboriginals:** native, anniversary, migration, emigrant, immigrant, culture

YEAR 5	Pupils will learn to: ● Know and sequence key events using dates accurately ● Make comparisons between different times ● Compare aspects of different lives – men and women, life in early period with late period etc. ● Examine causes and results of events and their impact ● Compare accounts of events and discuss bias ● Begin to identify primary and secondary sources and select relevant information	Pupils will learn about: ● The struggle for control of Britain between the Anglo-Saxons and the Vikings ● The how architecture has changed throughout the different periods of history since 1066 (Medieval, Tudor/Stuarts, Georgian, Victorian, Modern), with a particular focus on George Skipper and Edward Boardman. ● How Ancient Greece has influenced modern life. To include a comparison of Athens and Sparta, plus in depth look at different democratic systems including a comparison to how it functions in our country today.
Enrichment: ● *Viking longboat races* ● *Greek food tasting*		*Vocabulary, in addition to general vocabulary on page 1: (underlined = broad, highlighted = first time)* archaeology, archaeologist, primary source, primary evidence, secondary source, secondary evidence, monarchy **Anglo Saxons and Vikings**: raid, trade, pagan, kingdom, convert, invasion, conquer, conquest, migration Vikings, Anglo-Saxons, Christianity, Monastery, monk, Normans **Ancient Greeks:** democracy, citizen, mythology, trade, parliament, government, Greeks, Grecian **Local study:** Georgians, Victorians, Tudors, architect, architecture, era

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<td>YEAR 6</td>
<td>Pupils will learn to:
Make appropriate use of dates and specialist terms.
● Find out about a time period and recognise that not everyone shares the same views/feelings
● Compare beliefs and behaviour with another time studied
● Link sources and consider ways of checking accuracy of interpretations – fact, fiction and opinion
● Confidently use the library and internet to research
● Recognise primary and secondary sources and use a range to find out about the past
● Bring knowledge gathered together in a fluent account</td>
<td>Pupils will learn about:

● What life was like for poor people living in Victorian times and whether workhouses made their lives better or worse?
● The Mayan civilization. The Mayan way of life and accomplishments.</td>
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<td colspan="2">Enrichment:

● Visit to Gressenhall (Victorian workhouse).</td>
<td>Vocabulary, in addition to general vocabulary on page 1: (underlined = broad, highlighted = first time)

culture, archaeology, primary source, primary evidence, secondary source, secondary evidence, society, Christianity, democracy, government, migration, emigrant, immigrant

Victorians: Victorians, era, industry, rural, urban, agriculture, poverty, peasant, secondary source, evidence.

Maya: dynasty, peasant, sacrifice, agriculture, Maya</td>
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Support for SEN/disadvantaged children:	***Additional opportunities for more able children:***
Use progression of skills to see lower year group objectives Trips, use of artefacts, video/audio/pictorial resources, opportunity to show understanding through drawing or notes, mind maps, word mats, emphasizing the 'narrative' and story of history, pairing confident/less confident readers, speaking/writing frames, think-pair-share, start with the known (e.g. have you ever been to another country? -> Why do people migrate today? -> Saxons migrating to Britain) Many of these ideas can be incorporated into a prominent display.	Drawing comparisons (With modern day / other periods of history), conjecture, empathy / understanding perspective, push use of technical vocabulary, writing definitions of terms, sharing own opinions and reasoning

How does History contribute to the overall school aims? (*Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective)*:

To provide the pupils with a high-quality history education that will help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. To inspire pupils' curiosity to know more about the past. The pupils will develop a sense of chronology, and through this they will develop a sense of identity and a cultural understanding based on their historical heritage and will learn to value their own and other people's cultures in modern multicultural Britain. By considering how people lived in the past, they are better able to make their own life choices today. Historical inquiry allows the student to question, interpret, explain and communicate their reasoning as an historian.

How does History contribute to the Spiritual Development of children?

History encourages a sense of wonder, empathy, and respect for diverse cultures and beliefs. By exploring past lives and events, pupils reflect on values and understand how beliefs have shaped communities, helping them develop a personal connection to history and inspiring positive contributions to the world.