OUR COTEN END HISTORY CURRICULUM

INTENT

At Coten End, we are passionate about the teaching of history. We understand that studying history gives children the opportunity to develop an understanding of why the world and its people are the way they are today, looking at the impact of past events. Additionally, it prompts children to think critically and ask perceptive questions as they explore the diversity of human experience, past lives and societies. We teach children to question the reliability of sources, encouraging them to be independent thinkers. We aim to not only equip children with these vital skills, but also to help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. Local history is also important to us and our curriculum has been carefully crafted to ensure children can experience and evaluate parts of the rich history of Warwick. At Coten End, we understand and value the importance of teaching high-level language in order to develop children's historical understanding and our history units have been planned carefully to ensure progression in historical terms. We understand that children will be much better helped to develop as citizens with a respect for diversity, and tolerance for others' attitudes and beliefs, if they are also encouraged to understand and respect societies different from their own in time as well as place.

National Curriculum

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage 2

Pupils should 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 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, 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.

HISTORY THRESHOLD CONCEPTS

Threshold Concepts are the BIG IDEAS that will help students develop a deeper understanding of what it is that historians do so that they can then begin applying these rigorous thinking tools to the various areas of historical topics they encounter in their journey through the school history curriculum. As students become more confident and familiar with the thresholds, it is anticipated that they will begin to recognise and understand these big ideas and recognise links and connections across the Key Stages.

Substantive Knowledge *(Substantive knowledge refers to knowledge of the past: people, events, ideas, etc.)*	
Chronology 	Knowledge of chronology is about much more than remembering dates and understanding the terms and conventions used to label different periods of time – important as these are. A secure knowledge of the order of events necessarily underpins children's developing sense of period and any attempt to explain cause and consequence or to chart the process of change and continuity. It is a challenging concept to teach because of its abstract nature and children's many misconceptions illustrate the difficulties they experience in understanding and using it. Chronology, however, contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.
Vocabulary 	A carefully-planned vocabulary curriculum should not be seen as additional to a knowledge-rich syllabus, but as part of best practice on how to achieve one. After all, it is predominantly through our comprehension of language that we can process knowledge in the first place. A really deep understanding of words will help students in all areas of history learning.
Knowledge 	Pupils need to develop both substantive and disciplinary knowledge as they progress through the curriculum. Secure substantive knowledge supports the learning of disciplinary knowledge and the acquisition of further knowledge. However, the two are mutually beneficial, and knowledge of the past should be shaped by how this knowledge is constructed.

Disciplinary Knowledge *(Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks)*	
Similarities and Differences 	Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. It allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. It helps students to move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.
Continuity and Change 	Historians recognise that over time some things stay the same, while others change. Examples of continuity and change can be seen across every civilization and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilization or specific time period, but also across different civilizations and time periods. 'Change' refers to something that is obviously different from what occurred previously. The children will be taught that they are a part of history for the future.
Cause and Consequences 	Cause and effect can be defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event. It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always. Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict and, on some occasions, may not be detected until long after the event.
Sources, Evidence and Interpretation 	Pupils need to know how historians use sources as evidence to construct, challenge or test claims about the past. It is important for pupils to study sources with a rich and detailed knowledge of the context in which they were produced. They need this detailed factual knowledge in order to draw inferences, as well as understand how historians are able to draw inferences from sources. Interpretation links to the how and why of why different historical accounts of the past are constructed.

Substantive Concepts	
These are the Coten End big historical ideas (substantive concepts) which develop layered meaning as they are explored in the context of different periods and events across our curriculum. These concepts need to be encountered multiple times throughout the curriculum, with each encounter adding another layer of meaning to the concept.	
Concept-	**Year Groups**
Politics	Reception, Year 2, Year 4, Year 5, Year 6
Religion	Reception, Year 2, Year 3, Year 4, Year 5, Year 6
Settlement	Year 1, Year 3, Year 4, Year 5
Culture	Reception, Year 1, Year 3, Year 4, Year 5
Warfare	Year 2, Year 4, Year 5, Year 6
Monarchy	Reception, Year 1, Year 2, Year 3, Year 5, Year 6
Trade	Year 1, Year 2, Year 3, Year 4, Year 5

HISTORY: OVERVIEW AND END POINTS

Reception History Curriculum			
Learning Theme	**Heroes Among Us**	**Shining Bright**	**Space Explorers**
EYFS Curriculum (Statutory Framework)	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
Substantive Concepts	**POLITICS:** Learning about rules and laws of behaviour (in its simplest form of being at school) Learning about the different authorities that support us (i.e., Emergency Services/ Police) and understanding law. **MONARCHY:** Basic idea of kings/queens (fairytales)	**RELIGION:** Sharing their own religious beliefs through Show and Tell session. Learning about Christian beliefs around Christmas and the Nativity story. Learning about Diwali. **CULTURE:** Learning about artist Kandinsky (Collaborative Art) **MONARCHY:** Basic idea of kings/queens (fairytales)	**MONARCHY:** Basic idea of kings/queens (fairytales)
Substantive Knowledge	• Time is measured in units • Time has pattern e.g. days of the week, months of the year • How time and events can be sequenced in chronological order from earliest to latest • The vocabulary that describes time • My place in history • There is a past before I was born	• About annual events e.g. birthday, Christmas • About significant events in my life • How to use information to find out about events and people in the past • About significant events and people in the past • Historical events and people have significant places in history	• Things were different in the past

Disciplinary Knowledge	• Compare similarities and differences • Record findings • Examine evidence and draw conclusions • Remember • Observe • Explore • Ask questions • Enquire • Explain • Describe • Sequence • Use historical vocabulary	• Compare similarities and differences • Record findings • Examine evidence and draw conclusions • Remember • Observe • Explore • Ask questions • Enquire • Explain • Describe • Sequence • Use historical vocabulary	• Compare similarities and differences • Record findings • Examine evidence and draw conclusions • Remember • Observe • Explore • Ask questions • Enquire • Explain • Describe • Sequence • Use historical vocabulary
Vocabulary	Family Baby Toddler Child Teenager Adult Elderly Celebrations	Celebrations (Christmas, Diwali, Bonfire Night) Traditions Past Different Time Same Guy Fawkes	Astronaut Past Tim Peake Neil Armstrong
Enrichment		Children bring in items from their culture to share with the class	Spaceship crash landing

At the end of Reception, a great historian can:

- Talk about significant historical people and events
- Talk about themselves in a historical sense e.g. "This year I…", "When I was 3 I…", "Next year I will be 5"
- Sequence events in the right order
- Recall some historical facts
- Compare similarities and differences
- Use time vocabulary
- Ask questions to find out more
- Use information in books and online to find out about life in the past
- Use comparative language of the past, present and future
- Talk about the roles people have in society
- Draw conclusions about what they have found

Year 1 History Curriculum

	Personal History	Signficant Event and Individuals (Moon Landing and Space Exploration)	Significant Individuals (writers)
Big Questions	• What is a timeline? • How have I changed since I was a baby? • Can I put pictures from my life in the correct order? • How was my childhood similar to or different from my parents' or grandparents'? • What toys, clothes or homes have changed over time? • What can photographs and objects tell us about the past?	• Why was landing on the Moon important? • Who were Neil Armstrong and Mae Jemison? • How did the Moon landing change what people believed was possible? • What sources can help us learn about the Moon landing? • Why do we still remember this event today?	• Who were William Shakespeare and Julia Donaldson? • How were their lives similar and different? • How has Warwick changed since Tudor times? • What clues can buildings give us about the past? • Why are both people still remembered today?
Substantive Concepts	• Culture • Settlement (homes and local community)	• Culture (Science and technology)	• Culture • Settlement
Substantive Knowledge	**Chronology** Children will know: • The past is anything that has already happened. • Time can be organised into a simple sequence. • Their own lives have changed over time. • Parents and grandparents were children before them. **Vocabulary** Children will know the meaning of: Past, present, before, after, now, then, older, younger, timeline, living memory **Knowledge** Children will know: • People change as they grow. • Some aspects of childhood have changed over time.	**Chronology** Children will know: • The Moon landing happened before they were born. • The first Moon landing took place in 1969. • Mae Jemison travelled into space after Neil Armstrong. **Vocabulary** Children will know: • astronaut • moon landing • mission • spacecraft • significant **Knowledge** Children will know: • Neil Armstrong was the first person to walk on the Moon. • Mae Jemison was the first Black woman to travel into space. • The Moon landing inspired future exploration and scientific discovery.	**Chronology** Children will know: • William Shakespeare lived in Tudor England. • Julia Donaldson is a contemporary author. • Shakespeare lived hundreds of years before Julia Donaldson. **Vocabulary** Children will know: Tudor, author, playwright, theatre, past, present **Knowledge** Children will know: • Shakespeare wrote plays. • Julia Donaldson writes children's books. • Warwick and nearby Stratford-upon-Avon have buildings from Tudor times. • Some buildings have remained while others have changed.

	• Some things stay the same while others change. • Photographs and objects help us learn about the past.	• Significant individuals can influence the future.	• Significant people can continue to influence culture long after they have lived.
Disciplinary Knowledge	**Similarities and Differences:** Compare childhood today with childhood in living memory. **Continuity and Change:** Identify things that have changed and things that have stayed the same. **Sources and Evidence:** Use photographs, toys and family memories to find out about the past.	**Cause and Consequence:** Explain why the Moon landing was important. **Sources and Evidence:** Use photographs, video clips and objects to answer questions. **Interpretation:** Understand that different people remember important events in different ways.	**Similarity and Difference:** Compare the lives and achievements of two significant individuals. **Continuity and Change:** Identify how buildings, homes and daily life have changed over time. **Sources and Evidence:** Use books, portraits, photographs and buildings as historical sources. **Interpretation:** Explain why people today still remember Shakespeare and Julia Donaldson.
Vocabulary	past, present, timeline, memory, living memory, baby, toddler, child, before, after, then, now, change, same, different, photograph, artefact, chronological	past, event, astronaut, Moon, spacecraft, mission, space, significant, explorer, evidence, source, achievement	Tudor, author, playwright, theatre, book, past, present, timeline, compare, similar, different, change, evidence, source
Enrichment	Parents/grandparents visit or recorded interviews	Space Dome visit or planetarium	Visit to Shakespeare's Birthplace Warwick town trail focusing on Tudor buildings Visitor from the local community or theatre

At the end of Year 1, a great historian can:

- ✓ Give some examples of significant people who have had an impact on life today, including Mae Jemison and Amelia Earhart.
- ✓ Understand that historians use different sources to learn about the past.
- ✓ Give examples of how things have changed over time, e.g. the local area or their own appearance and skills.
- ✓ Find similarities and differences between things from the modern day and things from the past.

Year 2 History Curriculum				
Learning Theme	**FLAMES AND FIREWORKS**	**FLAMES AND FIREWORKS**	**STEAM, SOOT AND SPLENDOUR**	**CASTLE QUEST**

Big Questions	• What is the significance of Bonfire Night? • Why did the plotters want to blow up the Houses of Parliament? • What was their plan?	• What caused the Great Fire of London? • What caused the Fire of Warwick? • Why did the fire spread quickly? • What can we learn from Samuel Pepys' diary?	• Who was the King who ruled in the Jacobean era? • Who was the Queen who ruled in the Victorian era? • How were Victorian schools different to schools now? • How was life different in the Victorian era?	• Why were castles built? • What are the main features of Stone and Motte and Bailey castles? • Can you give some examples of Medieval castles? • Who built the first castle in Britain? • Why was Warwick Castle built?
Substantive Concepts	**RELIGION:** Learning about the conflict between Protestants and Catholics at the time and the reasons behind the Gunpowder Plot. **WARFARE:** The Gunpowder Plot – attempted treason on King James I **MONARCHY:** Learning about the king's (James I) power to dictate religion in the country and the meaning of 'treason'.	**SETTLEMENT:** When studying the Great Fire of London, children will learn about how houses were built and what cities were like when finding out why the fire spread quickly.	**MONARCHY:** Learning about Queen Victoria and her reign during the Victorian era **CULTURE:** Learning about the Victorian era and how this differs from life today	**WARFARE:** Understanding that castles were mainly built for defense and protection as, in Medieval times, people fought for land and power. **MONARCHY:** Understand that lords also had castles built to display their wealth and power.
Substantive Knowledge	• To know the main events of the Gunpowder Plot. **(W, P)** • To know that it happened in 1605. **(W)** • To know that Bonfire Night is a tradition that commemorates the failure of the Gunpowder Plot on November 5th. **(W)**	• To understand that eras are often named after the King/Queen who was ruling at the time. **(M)** • To know that the plotters were Catholic and King James I was Protestant (different types of Christianity). **(R)** • To know the main events of the Great Fire of London, including where and when it started (1666). **(S)** • To know the main events of the Fire of		• To know the main features of a Motte and Bailey castle and can identify these on a diagram. **(W)** • To know the main features of a Stone castle and can identify these on a diagram. **(W)** • To know some examples of Motte and Bailey and Stone castles that are in the United Kingdom. **(W)** • To know that there is a castle in Warwick. **(W, M)**

		Warwick, including where and when it started (1694). **(S)** • To understand why the fire spread quickly. **(S)**		• To give some reasons for why castles were built. **(W, M)** • To know that William the Conqueror built the first castle in Britain. **(W, M)**
Disciplinary Knowledge		**Similarities and Differences:** To compare the Great Fire of London and the Fire of Warwick. To understand that firefighters had different equipment in the past and in the present day.		**Similarities and Differences:** To describe similarities and differences between different types of castle.
				Continuity and Change: To understand that timber castles had disadvantages so many were replaced with stone castles.
	Cause and Consequence: To begin to understand cause and effect by looking at a significant individual's actions (Guy Fawkes) and what happened as a result.			
		Sources, Evidence and Interpretation: To understand the significance of Samuel Pepys' diary to teach historians about the Great Fire of London.		
Vocabulary	parliament, government, Catholic, Protestant, treason	timeline, chronology, past, present, diary, source	past, present, Victorian, Queen Victoria, monarch, compare, change, toy	castle, Motte and Bailey, timber, stone
Enrichment		Warwick Fire Walk		Warwick Castle visit

At the end of Year 2, a great historian can:

✓ Understand historical events/significant people and the impact they have had, including The Great Fire of Warwick, The Great Fire of London, The Gunpowder Plot, William the Conqueror, Guy Fawkes and Samuel Pepys.
✓ Give some examples of different ways that historians have found out about the past.
✓ Identify similarities and differences between ways of life in different periods.

Year 3 History Curriculum		
Learning Theme	**TRIBAL TALES**	**TOMB RAIDERS***
Big Questions	• What do AD and BC mean? • What is prehistory? • What inventions/discoveries were there in the Stone Age that we still use today? • How did farming change throughout Prehistoric Britain? • How and why did houses change? • What was the impact of the discovery of metal?	• Why was the River Nile important for life in Ancient Egypt? • How was ancient Egyptian society structured? • What was the role of a pharaoh? • Which symbols were significant in Ancient Egypt? • Why were pyramids built? • Why did Ancient Egyptians mummify the dead? • Who was Howard Carter? • Which gods/goddesses did they worship? • What were Ancient Egyptian houses like?
Substantive Concepts	**SETTLEMENT:** Looking at the development in houses during prehistoric Britain, from hunter-gatherers to Iron Age hillforts. **CULTURE:** Learning about Bronze and Iron Age craftmanship and the impact this had upon life. Learning what historians have learnt from cave paintings. **TRADE:** Children revisit trade when learning how trade between settlements started during the Neolithic period. This then develops into the Bronze and Iron Age, where hillforts were built to protect trade routes that now spanned into Europe	**RELIGION:** Exploring some of the many gods and goddesses of Ancient Egyptian civilization and their significance within society. Understanding that Egyptians believed in the afterlife and this is why they mummified people. **SETTLEMENT:** Learning about the hierarchy of society, including slavery. Understanding why many Egyptian cities were located along the Nile. **CULTURE:** Looking at significance of Ancient Egyptian artefacts, such as sarcophaguses and amulets. **MONARCHY:** Learning the significance and power of Ancient Egyptian pharaohs. **TRADE:** Understanding that the River Nile enabled people to trade.
Substantive Knowledge	• To understand how dates are arranged on a timeline, including the significance of AD and BC. • To understand that prehistory is the period of time before humans started writing things down. • To learn that the Stone Age is split into 3 periods: Palaeolithic, Mesolithic and Neolithic Era. • To name some key inventions/discoveries from the Stone Age (such as farming, trade, fire, tools, wheels) and consider their impact on modern Britain. **(S, C, T)** • To understand how farming changed throughout Prehistoric Britain. **(S)** • To understand how and why houses changed over time during Prehistoric Britain. **(S)**	• To know that the Ancient Egyptians existed at the same time as the Iron Age. • To understand that the River Nile helped Egyptians to trade and grow food. **(T, S)** • To know that many cities in Ancient Egypt were located near the Nile. **(S)** • To know about the hierarchy of Ancient Egyptian society. **(S)** • To understand that pharaohs were important rulers of land and religion. **(M, R)** • To name some significant Ancient Egyptian symbols. **(C)** • To know that Egyptians wrote in symbols (hieroglyphics). **(C)** • To understand that the pyramids were tombs for important Egyptians. **(R, M)** • To understand that the mummification process was to preserve people for the afterlife. **(R)**

	• To understand what impact the discovery of metal had on Britain. **(C, T)**	• To know that the Ancient Egyptians worshipped many gods and goddesses. **(R)** • I know who Howard Carter was and why he was significant. **(M, C)**
Disciplinary Knowledge	**Similarities and Differences:** To compare aspects of life in two periods of history, identifying similarities and differences between them.	**Similarities and Differences:** To compare life in Ancient Egypt with life in Britain during the Iron Age.
	Continuity and Change: To describe some of the main changes in Britain, resulting from an event (introduction of farming/discovery of metal).	**Continuity and Change:**
	Cause and Consequence: To express an opinion on whether an event had a positive or negative impact on life in Britain.	**Cause and Consequence:**
	Sources, Evidence and Interpretation: To understand that artwork is an important primary source for historians. To understand how archaeologists know about prehistory, even though it was before things were written down. To understand the difference between primary and secondary sources.	**Sources, Evidence and Interpretation:** To understand how Howard Carter used his discovery to interpret the past and how he communicated it to other historians.
Vocabulary	settlement, nomadic, pre-history, smithing, hillforts, agriculture, archaeologist, chronology, hunter-gatherer, primary source, secondary source	archaeologist, hierarchy, pharaoh, pyramid, mummification , Egyptians , sarcophagus, tomb
Enrichment	Stone Age Workshop (Theme Day)	Ancient Egyptian Workshop (Theme Day)

At the end of Year 3, a great historian can:

- ✓ Understand how dates are arranged on a timeline, including AD and BC.
- ✓ Describe the impact of some major discoveries on Britain, such as the discovery of metal or the introduction of farming.
- ✓ Understand the difference between primary and secondary sources and know which sources historians use to learn about prehistory.
- ✓ Understand that settlements develop due to their proximity to necessary resources.

Year 4 History Curriculum		
Learning Theme	**GROOVY GREEKS**	**CELTS AND CONQUERERS***
Big Questions	• How long did the Ancient Greece period last for? • What do AD and BC mean?	• What are the similarities and differences between Ancient Rome and Iron Age Britain?

	• Why did the small Greek Army win the Battle of Marathon? • What was life like in Athens and Sparta? • Why was Alexander the Great a successful conqueror? • How has Ancient Greece influenced modern society?	• Why did the Romans want to invade Britannia? • Was Boudica a hero or villain? • What did the Romans do for modern day Britain? • How did the Roman army help to expand the empire?
Substantive Concepts	**POLITICS:** Learning that some city states were ruled by a monarch and some by an oligarchy which had often been elected democratically. Democracy as one of the legacies of Ancient Greece. **RELIGION:** The Ancient Greek's belief in multiple gods and how this affected their daily life. **SETTLEMENT:** Learning about how settlements were developed by the sea, city states **CULTURE:** What we can learn about Ancient Greece from pottery. Ancient Greek legacy – architecture. **WARFARE:** Alexander the Great's expansion of the Greek Empire, Conflict between city states in Ancient Greece – Battle of Marathon. **TRADE:** Comparing Athens and Sparta – looking at key trade links for the Ancient Greeks and discussing how this meant that settlements were built near the sea. Introduction of coins.	**SETTLEMENT:** The structure/hierarchy of the Roman Army. Where Roman towns were built. **WARFARE:** The various Roman invasion attempts of Britain and the motivations for doing so – impact of this. **CULTURE:** To compare Roman Britain with modern day Britain, exploring the impact it has had and continues to have on architecture.
Substantive Knowledge	• To be aware of key events in Ancient Greek history. • To know that the Ancient Greeks lived at the same time as the Ancient Egyptians and the Iron Age. • To understand the impact Alexander the Great had upon Greek history. **(W)** • To understand the impact Alexander's actions had on Greece and other countries he invaded **(W)** • To understand how the Greeks were victorious in the Battle of Marathon. **(W)** • To understand why the Battle of Marathon took place. **(W)** • To compare what daily life was like in Athens and Sparta **(P, S & T)** • To understand the difference between a primary and secondary source. **(C & T)**	• To identify key similarities and differences between life in Ancient Rome and Iron Age Britain. **(S & C)** • To explain the multiple reasons the Romans wanted to invade Britain. **(S & W)** • To know when the Romans invaded Britain. • To explain why the third invasion attempt of Britain by the Romans was successful. **(W)** • To know about Boudicca and her resistance to the invasion **(W)** • To compare how Boudicca is portrayed in different source material and discuss reasons for these different interpretations. **(W)** • To describe the aspects of Roman life that still impact modern life in Britain. **(C)** • To explain why the Roman army was so successful. **(W)**

	• To understand the legacy of Ancient Greece in Britain today **(P & C)** • To know how the Olympic Games have changed since they were first held in Ancient Greece **(C)**	
Disciplinary Knowledge	**Similarities and Differences:** To compare life in two different civilizations within the same time period: To compare what daily life was like in Athens and Sparta.	**Similarities and Differences:** To compare life in two different civilizations within the same time period.
	Continuity and Change: To describe how past events and actions affect life in Britain today.	**Continuity and Change:** To describe how some past events and actions of people affect life in Britain today.
	Cause and Consequence: To understand that an event can have more than one cause.	**Cause and Consequence:** To understand that an event can have more than one cause.
	Sources, Evidence and Interpretation: To explore how different types of evidence tell us about the past	**Sources, Evidence and Interpretation:** To study two different accounts of the same event, exploring similarities and differences and reasons for these.
Vocabulary	democracy, empire, emperor, invasion, conquer, defeat mythology, city state, Athens, Sparta, oligarchy, republic, artefact, primary and secondary source, reliable, evidence, Olympics	conquer, Romans, Celts, citizen, gladiator, warrior, sacrifice, colosseum, emperor, rebel/rebellion, revolt, empire, military, source, senate
Enrichment	Ancient Greek Workshop (visitor)	Romans workshop

At the end of Year 4, a great historian can:

- ✓ Make comparisons between Ancient Greece, Ancient Rome and modern day Britain.
- ✓ Share information about key individuals from Ancient Greece and Ancient Rome (Alexander the Great, Boudicca)
- ✓ Discuss the outcome of significant military events (Battle of Marathon, Roman Invasion of Britain)
- ✓ Explain why different historical sources may provide conflicting information

Year 5 History Curriculum		
Learning Theme	**TRADERS AND RAIDERS***	**MARVELLOUS MAYANS (Aut 1)**
Big Questions	• Why did the Anglo Saxons invade and settle in Britain?	• When did the Maya civilization start and end? • How was society structured in Mayan settlements?

	• How was Anglo-Saxon and Roman Britain similar and different? • How was Anglo Saxon Britain separated into Kingdoms? • What was paganism? • How did longships impact Viking warfare and trade?	
Substantive Concepts	**POLITICS:** Laws and punishment in Anglo-Saxon England, idea of 7 Kingdoms existing, each ruled by a different King. **RELIGION:** Understand Paganism in Anglo-Saxon Britain and conversion to Christianity. **SETTLEMENT:** Understand link between Roman Britain and settlement of the Anglo-Saxons. Reasons for why the Saxons, Angles, Jutes, Frisians and Vikings settled in Britain. **CULTURE:** Use of artefacts to understand Viking life – pottery, sagas, runes, coins. **WARFARE:** Looking at Viking and Anglo-Saxon invasions and the fierce struggle between the two groups, including warfare between the 7 Anglo-Saxon Kingdoms. **MONARCHY:** Learning about how Britain was divided into different kingdoms with separate Anglo-Saxon kings until 1016 when it was ruled by a single Viking king. **TRADE:** Independent research into Viking trade, including a key Viking explorer – children will understand how Vikings were able to travel and navigate over long distances.	**RELIGION:** Learning that the Maya believed in lots of different gods who were all in control of different aspects of their lives – sacrifices and creation story. **SETTLEMENT:** How Mayan city states were organised and how society was structured as a pyramid system with different groups of people. **CULTURE:** Examining Mayan art and architecture (also covered in Art/DT). **TRADE:** Research the trade goods that Maya people exchanged, including cacao beans, feathers, jade, obsidian. Learn about the distribution of natural resources in the Maya world.
Substantive Knowledge	• To mark key events on a timeline leading up to the fall of Rome. • To understand why the Anglo-Saxons invaded Britain **(S)** • To compare Roman and Anglo-Saxon courts of law **(P)** • To know that Romans lived in houses built of stone, but the Anglo-Saxons were constructed with wood **(C)** • To know that both the Romans and Anglo-Saxons worshipped numerous deities **(R)** • To know that the period was referred to as Dark Ages due to the decline in economic and cultural growth **(C)** • To understand that the seven Anglo-Saxon kingdoms were ruled by different Kings, which led to conflict and to explore the concept of different	• To mark key events of the Maya civilization on a timeline • To know that Mayan civilization started in 2000BC and ended in 1695AD • To know that the Mayan civilization existed at the same time as The Ancient Greeks, Ancient Egyptians and the Iron Age • To know and name the 4 Mayan time periods • To identify similarities and differences between the Maya and Anglo-Saxons **(R, S & C)** • To compare how society was structured in Mayan society and compare this to the Anglo-Saxons **(S)** • To know where the Mayans lived. • To know how and what Mayans farmed **(T and S).** • To know the significance historians place on the Mayan counting system **(C)** • To describe the Mayan diet and identify why it was like this **(S and T)**

	Anglo-Saxon Kings ruling simultaneously until 1066AD **(M & W)** • To understand that Anglo-Saxons were pagans, but began to convert to Christianity due to the influence from Roman Britons **(R)** • To explore Viking trade **(T)** • To explore Viking artefacts such as pottery, runes and sagas in order to learn more about life in Viking Britain **(C)**	
Disciplinary Knowledge	**Similarities and Differences:** To compare life in two different time periods, understanding why changes have occurred (houses, laws). (Romans and Anglo-Saxons)	**Similarities and Differences:** To compare the Mayan society to a European society (Anglo Saxons, Stone Age or The Ancient Greeks.
	Continuity and Change:	**Continuity and Change:** To describe how some past events and actions of people affect life today, both in Britain and worldwide.
	Cause and Consequence: To explain why people acted as they did.	**Cause and Consequence:** To explain why people acted as they did.
	Sources, Evidence and Interpretation: To describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.	**Sources, Evidence and Interpretation:** To describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.
Vocabulary	Danegeld, Danelaw, Longship, Norse, Runes, Raid, Dark Ages, Pagan, thane	Chichen Itza, Conquistador, pyramid, sacrifice, Mesoamerica, monument, deity, hieroglyph, Maya, maize
Enrichment	River sidewalk in St Nics Park	Mayan Workshop (visitor)

At the end of Year 5, a great historian can:

- ✓ Make comparisons between Ancient Maya, Ancient Rome and Anglo-Saxon Britain
- ✓ Discuss how society in Britain was divided during the Anglo-Saxon era, including through religion, monarchy and politics
- ✓ Identify reasons for Viking success particularly in warfare and trade
- ✓ Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.

Year 6 History Curriculum		
Learning Theme	**TOIL AND TROUBLE**	**BATTLE OF BRITAIN***

Big Questions	• Who are the Tudor monarchs? • What is Catholicism and Protestantism? • What was it like to be rich and poor in Tudor Britain? • How did religion influence monarchy? • What was the outcome of the Battle of the Armada?	• How did Hitler rise to power? • What led to Britain declaring war on Nazi Germany? • What was Operation Dynamo? • What was Operation Sealion? • What was the impact of WWII on Coventry?
Substantive Concepts	**POLITICS:** Crime and punishment in Tudor England: **RELIGION:** The conflict between Protestants and Catholics in Tudor times. Demonstrating an understanding of the development of religion in England: **MONARCHY:** The struggle for the throne in Tudor times and how the monarchy has developed over time – drawing comparisons to the present day **CULTURE:** Comparing daily life for the wealthy and poor of Tudor Britain – linked to Mary Arden visit **WARFARE:** Explore the significance and impact of the Spanish Armada:	**POLITICS:** Understanding the political situation that led to WWII and the Battle of Britain. **WARFARE:** The German invasion of Poland that led to the start of WWII. The German invasion of France during WWII **RELIGION:** The impact of the Holocaust
Substantive Knowledge	• To list the Tudor monarchs in chronological order and give an example of a key event from each Tudor monarch's reign **(M)** • To identify that different Tudor monarchs were Catholic and Protestant **(R)** • To compare Protestantism and Catholicism **(R)** • To name features of a rich and poor person's house, belongings and jobs (linked to Mary Arden's farm) – **(C)** • To recognise and compare the diet of rich and poor Tudors and compare them to modern day diets **(C)** • To compare punishments with their modern-day equivalents **(P)** • To learn that Edward VI was convinced to make Lady Jane Grey heir to the throne due to the religious struggles of the time **(M & R)** • To give reasons for and against Lady Jane Grey's innocence **(M, R & P)** • To give reasons for and against Mary I being named 'Bloody Mary' **(M, R & P)** • To explain reasons for or against Mary I's eventual fate. **(M, R & P)** • To identify different plots to overthrow Elizabeth and reasons for this. **(M, R & P)** • To explain events that led to the Battle of the Spanish Armada. **(W)**	• To know when the Second World War started and ended **(W)** • To know the causes of the Second World War **(W & P)** • To know about the Coventry Blitz and its impact on the city **(W & P)** • To understand why children were evacuated **(W)** • To explore the reasons behind Hitler's rise to power. **(P)** • To identify the key events before and during the early stages of the Second World War. **(P & W)** • To explain the events of Operation Dynamo and its impact on the Second World War. **(W)** • To explain the reason why Operation Sealion was a failure. **(W)** • To explain the impact of the Second World War on our local community. **(W)** • To describe the impact of the Holocaust on modern society. **(P & R)**

	• To name key individuals involved in the Battle of the Armada (Philip II, Francis Drake) **(W)** • To explain the impact and significance of the Battle of the Armada. **(W)**	
Disciplinary Knowledge	**Similarities and Differences:** To describe and explain key similarities and differences within a historical period (refers to: political, cultural, social, religious, technological changes).	**Similarities and Differences:** To describe and explain key similarities and differences within a historical period (refers to: political, cultural, social, religious, technological changes).
	Continuity and Change: To explore in depth how aspects of a given theme (e.g. monarchy) have changed or remained the same across multiple time periods.	**Continuity and Change:** To provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.
	Cause and Consequence: To explore the effects of the different religious views monarchs held in Tudor England.	**Cause and Consequence:** To describe the negative or positive impact of a period of history on contemporary society.
	Sources, Evidence and Interpretation: To acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.	**Sources, Evidence and Interpretation:** To acknowledge different points of view expressed and explain why these are important in understanding and interpreting history. To explore all available evidence to form their own opinion on a historical event. To understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Vocabulary	coronation, monarch, plague, Protestant, Catholic, weaver, mercer, reign, Civil War	dictator, Luftwaffe, Blitzkrieg, evacuation, Nazi, propaganda, radar, rationing
Enrichment	Mary Arden's Farm	Holocaust Memorial Day (visitor) Evacuation Day (Train journey)

At the end of Year 6, a great historian can:

- ✓ Provide an overview of the Tudor monarchs with key information about the reign of each one
- ✓ Provide reasons for Hitler's rise to power and describe the early events of WWII
- ✓ Discuss how WWII impacted our local communities and how the Holocaust has impacted modern society
- ✓ Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history