



Brown's C of E Primary School, Horbling

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Curriculum Intent for History

At Brown's C of E Primary School, we are **HISTORIANS!**

We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists, or research analysts. Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past.

We teach children a sense of chronology, to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence.

Furthermore, our children will learn about aspects of local, British, and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. We will also give children opportunities to develop their skills of enquiry, investigation, and analysis



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History topics are taught within a 2 Year Cycle in accordance with the National Curriculum.

Every topic will build upon prior learning therefore developing depth of knowledge, understanding and progression of skills.

Medium term planning for all units will cover key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication.

Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.

Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.

Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.

Educational, immersive displays that answer key questions help to create a rich learning environment for each History focus.

At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current top-

History Curriculum Implementation

In order to support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics as well as previous lessons.

Teachers use highly effective assessment for learning in each lesson to ensure misconceptions are highlighted and addressed.

To support teaching, teachers access a range of resources and planning from the Cornerstones and the Historical Association

Children are given a topic learning journey at the start of each topic which details some key History Curriculum Statement information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and are used as a reference

Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed within it.

Effective use of education visits and visitors are planned, to enrich and enhance the pupil's learning experiences within the History curriculum.

Pupils are regularly given the opportunity for self or peer assessment, which will then be used to inform planning, preparation, differentiation and address misconceptions within that lesson, or for the next lesson.

Children are given clear success criteria in order to achieve the learning intention with differing elements of independence.

Through using a range of assessment tools, differentiation is facilitated by teachers, to ensure that each pupil can access the History curriculum.



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Links to Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
<p><i>History for All</i> (Ofsted 2010) accessed from: https://assets.publishing.service.gov.uk/government/uploads/attachment_data/file/413714/History_for_all.pdf</p>	<ul style="list-style-type: none"> • Children have a clear understanding of the reliability of sources. • Opportunities to ask questions are encouraged. • Opportunities to use historical artefacts. • Focus on Chronology 	<ul style="list-style-type: none"> • Primary and Secondary sources to be used in lesson – students should be able to explain why certain sources are more reliable than others (i.e., Bias, date of writing etc.). • Children have ample opportunities to ask questions in lesson. • Children have opportunities in appropriate lessons to use historical artefacts • Timeline placed in prominent position in School, lessons in History refer back to it so students can see where their current topic fits in with previous learnt topics.
<p><i>Outstanding History in Primary Schools</i> (Ofsted 2021) accessed from: https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/</p>	<ul style="list-style-type: none"> • Empire, Tax, Trade and Invasion are crucial elements of the comprehension of new material. • Use of challenging vocabulary in lesson. • Support for SEN pupils in History. • Disciplinary knowledge of History should be taught. 	<ul style="list-style-type: none"> • Specific focus on these elements so they are referenced at least once per 2-year cycle per class (i.e.3/4 – Saxon/Viking Danegeld (Tax), Roman Invasion, Ancient Sumar Trade, and Roman Empire etc.) • Vocabulary a key focus of lessons. • Differentiated lessons. • Understanding how historians interpret/understand history is taught in lessons. Explanations for why they have reached these conclusions are explained.



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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in History builds.

Planning for the curriculum and children's learning in the Early Years Foundation Stage uses the elements of the EYFS statutory framework rather than the subject disciplines of the National Curriculum. This planning is supported by the use of the non-statutory Development Matters guidance.

The EYFS curriculum starts with the child's experience in their family and in their immediate environment. The content of the curriculum is often guided by teachers in response to children's interests and planning needs to take account of the balance between deliberate teaching and spontaneous learning driven by curiosity and purpose. These are the ideal starting point for history – exploring what they already see around them and seeing that other families do things differently.

Children's experiences and learning which, once they are in KS1, can be thought of as typical of work in History may in Early Years draw upon all the areas of learning – Communication and Language, Personal Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There will be a strong connection between what children achieve in what is called Understanding the World and what they will develop in KS1 in History, but developmental learning for children in EYFS is not linear, it proceeds in a web of multiple strands. For example, the development of the language and skills associated with numerical patterns will be a strong feature of chronological understanding and they do not feature in the end of EYFS assessment statements for Understanding the World, but reflect aspects of Mathematics. Knowledge of seasonal change and life cycles help prepare the way for historical chronology.

In our school, the experiences children gain across the EYFS curriculum are rich in opportunities to investigate and explore their environment, to speculate and make choices to support their ideas, and to articulate their thinking within their play and within structured activities. The way in which the curriculum is designed and experienced by the children supports the development of the characteristics of effective learning in EYFS: playing and exploring, active learning and creating and thinking critically. These are foundational to what lies at the centre of the subject discipline of History: close observation of the world around them, curiosity in their play and in their handling of objects and materials, asking questions, watching how things happen and change and wondering why this is so, and describing what they see, hear and feel. All these help create the successful historian of later years.

Examples of a range of activities, planned with reference to Development Matters, enable children typically, across a range of contexts,

- To explore the natural world around them, describing what they see, hear and feel whilst outside;
- To observe the effect of changing seasons on the natural world around them;
- To plant seeds and care for growing plants, recognising the key features of the life cycle of a plant;
- To recognise key features of the life cycle of animals;

All of these experiences and knowledge gained provide a secure foundation for what they will encounter in History in KS1 and beyond.



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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in History builds.

Reception to KS1

EYFS End Points (Informed by Early Learning Goals)

Communication and Language ELG:

Speaking

- Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Understanding the World ELG:

Past and Present

- Talks about the lives of people around them and their roles in society.
- Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understands the past through settings, characters and events encountered in books being read in class and storytelling.

KS1

Cycle A

Links to:

History of Horbling – children continue to talk about the lives of people around them. They compare their lives with the lives of their Grandparents. This continues their conversations about their immediate family. They can describe what has changed in their local history. This will help them to further their understanding of Chronology. They will begin to understand that time passes in sequential order. There is key vocabulary associated with the passage of time and time changes us all.

Great Fire of London – the children are introduced to significant past events. They will meet key historical figures and continue to understand the past through reading diary entries about the great fire. This unit of work builds on the children's understanding of cause and consequence.

How have explorers changed the world? – The children will meet further significant people and begin to understand the world and it's history and discovery. They further develop their understanding of Chronology and are introduced to the concept of exploration.



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- Understands the past through settings, characters and events encountered in books being read in class and storytelling.

KS1

Cycle B

Links to:

Significant People – Children meet nurses who played a significant role in society and impacted the lives of people they served.

The First Flight – The children are introduced to significant events and will understand how the first airplanes have impacted on modern life.

How did women get to vote? – Again, through encountering characters and events, children will be able to begin to build an understanding of how changes in rules help people in society



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How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in History builds

EYFS Curriculum for	Baseline	End of Autumn	End of Spring	End of Summer	End of Year Expectations
Past and Present	<p>Beginning to have an understanding for terms like, yesterday, last week and last year;</p> <p>Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling;</p> <p>Appreciating that certain artefacts and resources are old and have been used before.</p>	<p>Remembering and talking about significant events in their own experiences, e.g. birthday;</p> <p>Knowing and understanding that their grandparents are older than their parents;</p> <p>Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago';</p>	<p>Recognising and describing special times or events for family or friends, e.g. Eid, christening, Christmas;</p> <p>Beginning to compare and contrast characters in stories about the past;</p> <p>Understanding that people celebrated events like Eid and Christmas before they were born;</p> <p>Using appropriate language to describe the past, such as, 'in the past'.</p> <p>Beginning to understand that some familiar stories were set in a time before they were born</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know that the toys their grandparents played with were different to their own;</p> <p>Know that toys people from the past played with are different to their own.;</p> <p>Organise a number of artefacts by age;</p> <p>Know what a number of older objects were used for;</p> <p>Know the main differences between their school days and that of their grandparents;</p> <p>Name a famous UK person from the past and explain why they are famous;</p> <p>Remember parts of stories and memories about the past;</p> <p>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after;</p> <p>Know the name of a famous person, or a famous place, close to where they live.</p>



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History Curriculum Cycle A

KS1 Focus	Why that, why then?	Lower KS2 Focus	Why that, why then?	Upper KS2 Focus	Why that, why then?
History of Horbling – How was school different in the past?	Children will be introduced to the idea that schools have been in the locality for some time but they have not always been the same. They will look at similarities and differences, as well as be introduced to some of the events that affected the schools. The theme allows children to carry out some of their own investigations by using a range of different sources, many related to their own school and schools in the locality where suitable. Above all, it allows the children to see some continuity between their lives and the past.	Pre-historic Britain –Would you prefer to live in the Stone Age, bronze age or Iron Age?	Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.	How hard was it to invade and settle in Britain? - Anglo-Saxons	Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain
Events commemorated throughout the world – e.g. great fire of London – What happened to London during the fire of 1666?	During this unit of work, children will study the causes and effects of the Great Fire of London. They will study historical sources of information and	What can we tell about the Shang Dynasty from one tomb?	Children can be introduced to evidence of the Shang Dynasty in China from the tomb of Fu Hao, dated around 1250BC and discovered in 1976. They can use the evidence to find out	The Space Race	Building on previous learning about the history of flight and societal advances in technology, this unit introduces children to further key historical figures who have impacted on the



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			about the Shang, but also to find out what we can't tell about the Shang from one grave, thereby opening up other areas of enquiry		history of the modern world. From exploring the planet to exploring space, children are introduced to the space race and how exploration has changed over time. Children will question the validity of sources of information.
How have explorers changed the world? Comparison of Explorers (Neil Armstrong, Christopher Columbus, Tim Peake, Yuri Gagarin, Sunita Williams)	Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.	What did the Ancient Egyptians believe?	Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings	Were the Vikings raiders, traders or settlers?	Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source. This unit builds on the learning of the Anglo-Saxons and their struggle for Britain



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History Curriculum Cycle B

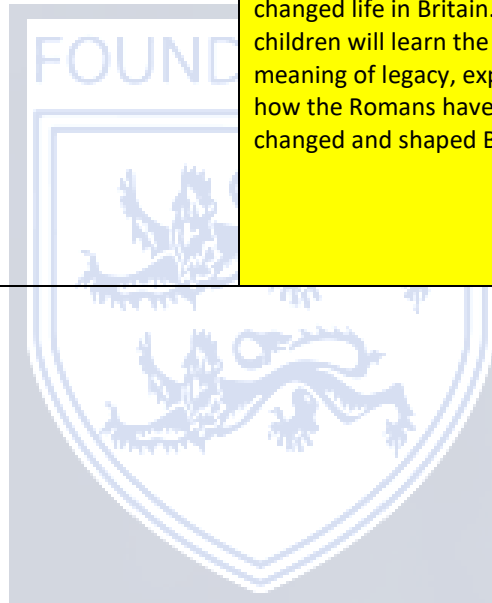
KS1 Focus	Why that, why then?	Lower KS2 Focus	Why that, why then?	Upper KS2 Focus	Why that, why then?
<p>Significant individuals (Mary Seacole, Florence Nightingale, Edith Cavell)</p>	<p>This unit explores how nursing has changed since 1820 and the impact that particular individuals have had on shaping the role of women in society.</p> <p>This builds on learning in EYFS of people who help us.</p> <p>This unit prepares children for their future learning on Women's right to vote and the suffragette movement.</p>	<p>How have societies advancements in history changed the world</p>	<p>This unit explores how changes in society have impacted the world today – focussing on advancements in Medicine, Technology, the military and scientific discovery.</p> <p>This builds on previous learning on how modern society is shaped on the past whilst preparing children for future learning about World War 2 and the Space Race</p>	<p>The Mayans</p>	<p>Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p>
<p>The first flight</p>	<p>This unit introduces the children to the Wright Brothers and Amelia Earhart - this prepares them for understanding how the perception of women has changed in society and how developments in technology contribute to national and international achievements. This is built upon in KS2</p>	<p>What did the Ancient Greeks ever do for us?</p>	<p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>	<p>What was the impact of WW2 on British People?</p>	<p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.</p>



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	when looking at societal advancements and the Battle of Britain.				
How did women get to vote?	This unit explores how the role on women in society has changed since the end of the first world war and how the suffragette movement impacts our lives today. This essential learning will be built upon in KS2 when the children study monarchs and advancements in society.	Why did the Romans settle in Britain?	Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain. The children will learn the meaning of legacy, explaining how the Romans have changed and shaped Britain.	Changing Power of Monarch, Three Kings called Charles	King Charles III acceded to the throne on 8 September 2022 on the death of Queen Elizabeth II. This unit of work looks at the lives of the three kings named Charles and investigates how things changed for each new King. How is Charles III different to Charles I? The children will explore the timeline of British monarchs from Tudors to present day.





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Essential Knowledge in the Key Stage One History Curriculum – Cycle A

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term History of Horbling	Changes within living memory. Events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none"> -I know school for boys and girls was originally established by Edward Brown of Horbling in 1691. - I know a new National School schoolhouse was built in 1865 for the free education of 11 boys and 9 girls -I know for centuries, Horbling depended on a fine spring in the village for its water. -I know In 1921 drought came to Lincolnshire and people came from all over the county to draw water from the spring. The spring never dried up. -I know up until 1905 there was a windmill in Horbling - I know Horbling is built on the site of a Roman settlement. -I know the first record of any one living in Horbling showed the village had 9 villagers, 8 freemen and one small holder, a meadow and a church. - I know the Church, the Spring, Horbling Hall, the Plough Inn and the Old Vicarage are the oldest buildings in the village. -I know Lincolnshire used to be called ' the county of Lindsey' - I know Sleaford used to be known as two parts; 'old Sleaford' and 'new Sleaford' - I know Sleaford became a market town and is still one today. - I know by the end of the Saxon period Sleaford had a court and a market. -I know new Sleaford became important for its wool trade. - I know in 1794 Sleaford railway was established. 	<ul style="list-style-type: none"> What the village like when it was first built? How has Horbling changed? How has our school changed over the years? What was Sleaford like many years ago? How has Sleaford changed to what it is now? 	<ul style="list-style-type: none"> Horbling, village, Spring, century, drought, founded, freemen, villager, small holding, meadow, church, county, Lincolnshire, railway, trade, River Slea, agriculture



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		<ul style="list-style-type: none"> - I know a castle was built for the Bishops of Lincoln - I know in the eighteenth century the River Slea was opened to link the town with the River Witham. 		
<p>Spring Term Events commemorated throughout the world – i.e. Great Fire of London,</p>	<p>Events beyond living memory that are significant nationally or globally</p>	<ul style="list-style-type: none"> -I know The Great Fire of London started on 2nd September 1666. - I know the fire lasted for 5 days -I know The Great Fire of London started in Pudding Lane in Thomas Farriner’s Bakery. -I know the houses were made out of wood with straw roofs and built close together so the fire spread quickly. - I know that it hadn’t rained for 10 months so the land was dry. - I know which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farriner, Sir Christopher Wren, King Charles - I know a lot of London was destroyed and had to be rebuilt. -I know King Charles II ordered new houses to be built out of stone and further apart from each other. - I know about 100,000 people were made homeless -I know that primary sources of information were collected during the event. -To know secondary sources of information are based on primary sources. 	<p>What happened during the Great Fire of London? Why did the fire spread so quickly? How did people try to stop the fire spreading? What impact did The Great Fire of London have? How can we find out about the events of the fire?</p>	<p>River Thames, Pudding Lane, Thomas Farriner, St Paul’s Cathedral, firefighter, fire engine, rebuilt, diary, bakery, Pudding Lane, Samuel Pepys, dry land, leather buckets.</p>
<p>Summer Term Comparison of Explorers Neil Armstrong and Christopher Columbus, Tim Peake, Yuri Gagarin and Sunita Williams</p>	<p>Changes within living memory</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to</p>	<ul style="list-style-type: none"> - I know an explorer is a person who explores a new or unfamiliar area. - I know Neil Armstrong was the first person to walk on the moon in 1969 - I know Yuri Gagarin was the first human to travel in Space in 1961. -I know the first Moon landing happened on July 20, 1969 - I know Neil Armstrong and Buzz Aldrin walked on the moon and did experiments as well as taking samples and photographs. -I know Tim Peake is a British Astronaut -I know Tim Peake was the first British Astronaut to walk in Space in 2016. 	<p>What is an explorer? Who were the greatest Space explorers? How did Yuri Gagarin change exploration of space? Why was Christopher Columbus a great explorer?</p>	<p>Neil Armstrong, space, moon, moon landing, astronaut, explorer, space shuttle, Christopher Columbus, land, travel, The Americas, discover, Tim Peake, British, Sunita Williams</p>



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	compare aspects of life in different periods	<ul style="list-style-type: none"> -I know Christopher Columbus sailed the seas to lots of countries in the 15th century. -I know Christopher Columbus found new lands called 'The Americas' but many people already lived there. -I know Sunita Williams is an American Astronaut who holds the record for the most space walks by a woman. 	<p>What did Sunita Williams do to make her a great explorer? Who was the greatest explorer?</p>	
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Essential Knowledge in the Lower Key Stage Two History Curriculum – Cycle A

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
<p>Autumn Term Pre-Historic Britain – Stone Age to Iron Age</p>	<ul style="list-style-type: none"> -Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history -Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. -Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future. 	<ul style="list-style-type: none"> - I know the Stone age was a prehistoric era which occurred before the eras previously studied. -I know It was called the Stone Age because it was dominated by stone tools. - I know the Stone Age to Iron Age lasted from 2.5 million years ago to approximately 5 million years ago -I know Skara Brae was discovered in 3000BC after a storm in AD 1850 removed the earth that had been covering it. - I know Skara Brae is a village in Orkney where people are beginning to farm their own food and build homes -I know throughout this period, changes were made to the way people lived included the discovery of 	<p>How did people in Britain live during the Stone Age to Iron Age? What was Britain like after the Iron Age? What is Skara Brae? How were tools made and used? Why did it take so long for iron to reach Britain?</p>	<p>Stone Age, pre-historic era, weapons, settlements, farming, development, economic changes, social changes, Bronze Age, natural materials, trade, Skara Brae, Celts, tribe, alloy</p>



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	<p>-Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.</p>	<p>fire, the development of sophisticated tools and the introduction of settlements and farming. -I know the way people lived (homes, diet) was influenced by natural materials. - I know during the Bronze Age improvements were made to stronger weapons were made, better farming and simple trade. (e.g. simple boats) -I know that immigrants bought new animals and crops to Britain. -I know in the Iron Age there was a range of economic and social changes, e.g the concept of wealth, different towns and defences and an increase in trade and land ownership</p>		
<p>Spring Term – What do all the Ancient Civilizations have in common?</p>	<p>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth of study of one of the following: Ancient Sumer, the Indus Valley and the Shang Dynasty.</p>	<p>-I know the Shang Dynasty ruled part of China between 1600BC and 1046BC. -I know The Shang dynasty is founded when Cheng Tang overthrows the Xia dynasty in 1600 BC. -. I know the Indus Valley is a river that runs through what is now known as Pakistan. - I know many of the residents of Indus Valley cities were tradesmen or craftsmen. - I know the Indus Valley civilization was the first culture to use a precise measuring system for weights. - I know the Indus Valley civilization used transport to trade goods, including wheeled vehicles and the river system to travel across wide areas. -I know the Indus Valley and Ancient Sumer civilizations were discovered between 3000 BC 1000BC.</p>	<p>What were the first Civilizations What happened to the Dynasty? When and where did the Shang live? What was found in Fu Hao's tomb? What does this tell us about life in Shang times? What do we still need to know and where might we find the answers to our questions? How important was Fu Hao? What was happening in the world during this time? Why is the positioning of the civilizations to their settlements important?</p>	<p>Shang Dynasty, Yellow River valley, Ancient Sumer, Indus Valley, civilizations, ancestors, oracle bones, Fu Hao, law, Pakistan, roads, defences, trade, hieroglyphics, cuneiform, river, mathematics, writing system</p>



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		<ul style="list-style-type: none"> - I know Ancient Sumer was an ancient civilization that lived in the Mesopotamia region around the area where the rivers Tigris and Euphrates meet. - I know the Sumerians built their cities on isolated areas of fertile land, separated by desert. Each city became its own self-governed unit of civilisation or 'city state' centred around a temple to the gods. - I know early Sumerian writing used pictures called hieroglyphs. This developed into a script called cuneiform. - I know in 3500 BC The wheel is invented, at first for potter's wheels. Later, it is used for chariots. 	<p>What did all the civilizations need to have to function?</p> <p>What were the similarities and differences of the civilizations?</p> <p>What is the significance of trade and the rivers in each civilisation?</p>	
<p>Summer Term Ancient Egypt</p>	<p>Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</p> <p>Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately.</p> <p>Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient</p>	<ul style="list-style-type: none"> - I know the first people came to live by the river Nile in Egypt in 7500 BC. - I know the ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC - I know Egypt is in North Africa and that 90% is a desert area. - I know the ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. - I know the annual flooding of the Nile helped the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops. - I know the Ancient Egyptians used hieroglyphics to communicate 	<p>Who were the Ancient Egyptians?</p> <p>What was life like in Ancient Egypt?</p> <p>Why was the River Nile important?</p> <p>What rituals did the Egyptians have?</p> <p>Why were the Pharaohs important?</p> <p>What impact has the Egyptians had on our lives today?</p>	<p>Ancient Egypt, empire, unification, Alexander the Great, River Nile, North Africa, flooding, silt, desert, ritual, mummification, canopic jars, Tutankhamun, crops, irrigation, hieroglyphics, The Rosetta Stone, cartouche, Pharaohs, Pyramids, Great Pyramid of Giza.</p>



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	<p>civilisations and relates their historical understanding to geographical locations and their significant geographical features.</p> <p>Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.</p>	<ul style="list-style-type: none"> -I know the Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. -I know a Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. - I know King Narmer was the first Egyptian pharaoh. He joined north and south Egypt together as one country at around 3100 BC. - I know the last pharaoh was Cleopatra VII, who ruled from 51-30 BC. That is over 2000 years ago! - I know Tutankhamun, the boy king, became pharaoh when he was 9 years old -I know the Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars' - I know Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed. 		
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Essential Knowledge in the Upper Key Stage Two History Curriculum – Cycle A

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term Anglo Saxons	Can name specific eras, peoples and individuals in British history	-I know the departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands.	Why did the Anglo Saxons want to settle in Britain?	Flood, famine, invade, rich and fertile land, Angles tribe, Saxons tribe, village, settle,



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<p>and relate these to local and worldwide history</p> <p>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</p> <p>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</p> <p>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day</p> <p>Britain's settlement by Anglo-Saxons</p> <p>Anglo Saxon art and culture</p> <p>Anglos Saxon invasions, settlements and kingdoms: place names and village life.</p>	<ul style="list-style-type: none"> - I know the warriors that invaded Britain became known as the first Anglo-Saxons - I know the Angles tribe was from an area today known as Denmark that settled in Britain from around AD 450. -I know the Saxons tribe was from north coast of Europe, especially Germany, that settled in Britain from around AD 450. - I know the Angles Tribe and the Saxons Tribe were one of the tribes that became known as the first Anglo-Saxons. - I know The Angles, Saxons, Jutes and Picts were from other parts of Europe. -I know the invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England. -I know Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England. - I know the kingdom of Mercia (border people) was named Mercia because it had so many borders with other kingdoms. -I know Anglo-Saxon settlements differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities. - I know Anglo Saxons preferred to live in villages. -I know Anglo Saxon villages were usually very small and were built near natural resources. -I know the effectiveness Anglo-Saxon society depended on discrete skills of its members. 	<p>What was it like in an Anglo Saxon village?</p> <p>What kind of clothes did the Anglo Saxons wear?</p> <p>How was Anglo Saxon Britain ruled?</p> <p>How did the last Anglo Saxon kings shape Britain?</p>	<p>Mercia, Wessex, Alfred the Great, The Sutton-Hoo</p>
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		<ul style="list-style-type: none">-I know Alfred the Great was King of Wessex and he was the first King from the British Isles to call himself King of the Anglo-Saxons-I know the religion of the early Anglo-Saxons was Paganism. They worshipped many gods.-I know Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry.- I know The Sutton Hoo burial site holds important information about Anglo-Saxon life.		
Spring Term The Space Race		<ul style="list-style-type: none">-I know that World War II ended in 1945-I know that one of the main reasons the war ended was the atomic bomb.- I know the 2 main players in the Space Race were America and Russia-I know that Russia was known as the SSR and the Soviet Union.- I know Yuri Gagarin was the first man in Space, in 1961-I know Valentina Tereshkova was the first woman in Space 16th June 1963.- I know Neil Armstrong travelled to the moon in Apollo 11 from Florida (16th July), landing on the moon using the Eagle module (20th July).-I know that during the mission Neil spent over 21 hours on the moon, and returning to Earth, landing in the Pacific Ocean on 24th July.- I know Collins stayed in orbit around the moon in the command module.	<p>How has exploration developed over time? Why did the space race begin? What were the key developments in the space race up to 1970? What role did the media play in the space race? Why was the moon landing such an important moment in history? Was the moon landing fake and why is it questioned so much?</p>	<p>atomic bomb, significance, impact, change, dilemma, significance. cold war, Soviet Union, USA, technology, resources, comparison, contrast sequencing, chronological, development, rockets propaganda, sources, bias, media, primary, secondary, journalism, Apollo 11, Neil Armstrong, Buzz Aldrin, astronaut, moon landing, Kennedy Space Centre, debate, conspiracy theories, argument, exploration</p>



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		<p>-I know exploration has developed over time - from Christopher Columbus in the 15th Century to Neil Armstrong in the 20th Century.</p> <p>-I know the moon landing is debated as to whether it really happened.</p> <p>-I know propaganda is information that is biased, to be used for political gain</p>		
<p>Summer Term Vikings</p>	<p>Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history</p> <p>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</p> <p>Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</p> <p>Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.</p>	<p>-I know that the Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</p> <p>-I know that they travelled in boats called longships and first arrived in Britain around AD 787</p> <p>-I know that the Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).</p> <p>-I know that they were looking for valuable goods like gold and jewels, imported foods and other useful materials.</p> <p>-I know that the Vikings also wanted to claim land and tried to take over much of Britain.</p> <p>-I know the Vikings invaded and settled in Scotland before heading south to places such as York.</p> <p>-I know that by AD 878 the Vikings had settled permanently in Britain.</p>	<p>Why did the Vikings come to Britain?</p> <p>How did the Vikings get to Britain?</p> <p>Why was trade important to the Vikings?</p> <p>Why did the Vikings attack monasteries?</p>	<p>Viking, period, Viking raids, longboat, prow, rigging, Norseman, warrior, monastery, settlement, eg Danelaw, saga, Odin, Valhalla, King Alfred, Jorvik, invade, settle, emigration, immigration, refugee, conquest.</p>

Essential Knowledge in the Key Stage One History Curriculum – Cycle B



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Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
<p>Autumn Term Mary Seacole. Florence Nightingale, Edith Cavell</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</p>	<ul style="list-style-type: none"> - I know Florence Nightingale was a famous British nurse who lived from 1820-1910. - I know Florence Nightingale began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there. - I know Florence helped to make hospitals more sanitary places and is considered the founder of modern nursing - I know during the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets. - I know Hospitals, including that in Scutari were very basic and the soldiers were not given good food and medicine to help them get better. - I know wounded soldiers often arrived with diseases like typhus, cholera and dysentery. More men died from these diseases than from their injuries. - I know Women were not highly regarded in the medical profession at the time and this has changed over time. - I know Mary Seacole was born in 1805 in Jamaica to a Scottish soldier and was a Jamaican nurse and healer. - I know Mary Seacole learnt about traditional Jamaican treatments and remedies from her mother and from army doctors staying at the boarding house. - I know that Mary used her skills to treat many people in Kingston who had the disease Cholera. 	<ul style="list-style-type: none"> Who is Florence Nightingale? What did Florence Nightingale do? Who is Mary Seacole? How has Mary Seacole improved nursing? Who is Edith Cavell? How has nursing changed over time? 	<p>Nursing, hero, Florence Nightingale, women, equality, Crimean war, Scutari, lady with the lamp, founder, wounded, disease, prejudice, Edith Cavell, soldiers, World War I</p>



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		<ul style="list-style-type: none"> -I know Mary wanted to help the British soldiers who were going to Russia to fight in the Crimean war and opened a “British Hotel” near to the battlefields -I know Mary showed bravery by riding on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war. -I know Mary was known amongst the soldiers as ‘Mother Seacole’ -I know Edith Cavell was a nurse from England who helped to treat soldiers during World War I. - I know Edith is the founder of modern nursing teaching in Belgium. - I know Edith joined a secret group, helping soldiers from England, France and Belgium to escape the country. 		
<p>Spring Term 1 The First Flight</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<ul style="list-style-type: none"> -To know that people had an ambition to fly a long time before it became possible - I know that Leonardo Da Vinci was a painted but he was also an inventor with a passion for flight. - I know in 1490 Da Vinci sketched a design for a flying machine that looked like the body of a bird but the machine had no engine. -I know Orville and Wilbur Wright were two brothers, born in America -I know the Wright brothers’ first aeroplane, the Wright Flyer, successfully flew in front of 5 people in 1903. - I know the brothers’ plane was successful because it had an engine. - I know in 1932, Amelia Earhart became the first woman to fly non-stop across the Atlantic Ocean from Canada to Ireland. -I know that Amy Johnson was the first woman to fly solo from London to Australia 	<p>Why did the Wright brothers succeed? How has flight changed as a result of the Wright brothers? Who was Da Vinci? What was the role of women in the history of light? Who is Amelia Earhart? What is the role of the Royal Air Force in the United Kingdom and the local area?</p>	<p>Da Vinci, Wright brothers, Orville and Wilbur Wright, Amy Johnson, flight, engine, powered, success, attempts, design, inventor, Da Vinci, Amelia Earhart</p>



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	Significant historical events, people and places.	-To know that primary sources of information were collected during the event. -To know secondary sources of information are based on primary sources.		
Summer Term How did women get to vote?	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places.</p>	<ul style="list-style-type: none"> -I know Suffragette means 'having the right to vote'. -I know the suffragettes campaigned for women to have the power to vote. - I know before the war, women were not treated the same as men as they were not thought of as equal to men. - I know in 1905 Emmeline Pankhurst founded the Women's Social and Political Union (WSPU) who later became known as the Suffragettes. - I know that in 1906 Emily Davison joined the WSPU (the Suffragettes) - I know Emily stepped out in front of King George V's horse at the Epsom Derby in 1913. - I know that Emmeline Pankhurst was a suffragette. - I know that the Suffragettes won the right for women to vote by the end of the 19th century. -I know Emmeline Pankhurst was a British woman who campaigned for women's rights. - I know Emmeline is most famous for founding the Suffragette organization. <p>which fought for women to have the right to vote.</p> <ul style="list-style-type: none"> - I know the suffragette campaign was suspended in 1914 when World War 1 broke out. - I know in 1928 women over the age of 21 were given the right to vote. 	<p>What was the role of women during WWI? Who is Emily Davison? Who is Emmeline Pankhurst? Why did Emily Davison step in front of the Kings horse? How has the suffrage movement impacted on lives today?</p>	<p>Suffragettes, rights, women, equality, campaign, right to vote, World War I, Epsom Derby, vote, campaign, rights, WSPU, equality</p>



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Essential Knowledge in the Lower Key Stage Two History Curriculum – Cycle B

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
<p>Autumn Term</p> <p>How have society's advancements in history changed the world?</p>	<p>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th century.</p>	<ul style="list-style-type: none"> -I know Florence Nightingale published a book detailing her findings about hospitals during the Crimean war which served as a guide for hospitals and nurses. - I know in 1860's Florence opened St Thomas' hospital and the Nightingale training school for nurses. -I know since medieval times, England and Scotland have had armies and navies commanded by the King or Queen of the country. - I know in 1707 the British and Scottish Governments passed acts to join their forces together, known as 'The Acts of Union'. - I know Charles Kao is known as the 'Father of Fibre Optics' who developed the use of fibre optics. -I know after Napoleonic wars, Great Britain was the most powerful country in the world, governing over the British Empire. -I know tension between countries led to World War I in 1914-1918. - I know NATO was created in 1949. -I know NATO is an agreement between 28 countries to support each other if they were attacked. - I know Mae Jemison was a doctor who also travelled into space in 1992 to take part in research projects. - I know cave paintings were used in the Stone Age to communicate. 	<ul style="list-style-type: none"> How has medicine changed over time? How has technology developed to help communication? How have military advancements impacted historical events? How have scientific discoveries changed over time and impacted events? How has digital technology changed how people spend their recreational time? 	<p>Florence Nightingale, Crimean war, medicine, communication, World War I, Army, Navy, SAS, Air force, Government, Morse code, Charles Kao, Mae Jemison</p>



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		<ul style="list-style-type: none"> -I know Alexander Graham Bell invented the telephone in 1876. - I know the Morse code was developed in 1844 AD -I know the mobile phone was invented in the 1980s. - I know the Internet was being widely used in 1990s. 		
<p>Spring Term Ancient Greeks</p>	<p>A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066: the legacy of Greek culture</p> <ul style="list-style-type: none"> -Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied. -Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately -Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features. 	<ul style="list-style-type: none"> -I know that the ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) -I know that Ancient Greece had a warm, dry climate, as it does today. -I know that Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. -I know that two of the best known city states are Athens and Sparta. -I know In Athens, Greek styles of art, architecture, philosophy and theatre were developed. -I know Athens had a democratic government – people who lived there made decisions by voting. -I know in Sparta, there was a strong emphasis on military warfare. -I know that the first Olympic games were held in 776 in the city-state Olympia. -I know the Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. -To know that Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. 	<ul style="list-style-type: none"> How is life in Athens and Sparta similar and different? What did Alexander the Great achieve? What are the similarities between the Ancient Greek society and our lives today? Why is the Ancient Greek language and alphabet important? What was Ancient Greek architecture like? How was Ancient Greece rule and governed? What legacy did the Greeks leave? 	<ul style="list-style-type: none"> Temple, acropolis, architecture, Athens, Sparta, Alexander the Great, alphabet, government, rules, democracy, Olympics, religion, legacy, empire, climate, conquer



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	<ul style="list-style-type: none"> - Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information. 	<ul style="list-style-type: none"> -I know that temples were built in honour of Gods and Goddesses. -To know some of our alphabet came from the one that the Ancient Greeks used. -I know Greece eventually became a part of the Roman Empire. -I know the Romans conquered Athens in 146 BC. 		
<p>Summer Term Romans</p>	<ul style="list-style-type: none"> -The Roman Empire and its impact on Britain -Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history -Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. -Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future. - Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day. 	<ul style="list-style-type: none"> -I know that an Empire is a large group of states or countries ruled over by a single monarch or a sovereign state. -I know that an invasion is when an army enter a country for a conquest. -I know that the Roman invasion coincided with the Iron Age. -I know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain. -To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. -To know that the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. -To know about the relationship between Celts and Romans after each invasion (ie relative peace and trade links) -To know that the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, 	<ul style="list-style-type: none"> Why did the Romans invade and settle in Britain? How did Britons respond to Roman invasion? Why was the Roman army so successful? What do artefacts tell us about life in Roman times? How did the Romans change modern Britain? 	<ul style="list-style-type: none"> Invasion, conquest, empire, Britons, Celts, Boudicca, Iceni tribe, AD, monarch, sovereign state, fort, Hadrian's wall, evidence, Roman army, Boudica, rebellion, minerals, exports, roads, aqueducts, baths



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		<p>food, libraries, language, the calendar and mathematics)</p> <p>-To know Roman forts were constructed across Lincolnshire, including at Ancaster, Caistor and Louth. Lincoln, or Lindum Colonia, became one of the largest and most influential Roman towns in England;</p>		
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Essential Knowledge in the Upper Key Stage Two History Curriculum – Cycle B

Term	National Curriculum Expectations	Substantive Knowledge	Learning Questions	Key Vocabulary
Autumn Term Mayans	<p>A non-European society that provides contrasts with British History – Mayan civilization</p> <p>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</p> <p>-Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</p> <p>- Draws from historical sources and relevant information to makes connections between the past and is able to state aspects</p>	<p>-I know the Maya civilisation came into being around 2000 BC and cities such as El Mirador became large and powerful from 300 BC onwards.</p> <p>-I know around AD 900, cities in the rainforest were abandoned and people moved to the highlands of Guatemala and the Yucatan.</p> <p>-I know there was an extensive drought in the area that lasted a long time and people needed to move out of the rainforest.</p> <p>-I know it was the arrival of the Spanish in the 16th century that their ancient cities fell to ruin</p> <p>-I know most Mayans lived in cities in or nearby Mesoamerica.</p>	<p>What are the similarities and differences between the Mayan writing system and our own?</p> <p>What were the uses of the Mayan writing systems?</p> <p>What does the hieroglyph tell us of Maya culture and society?</p> <p>What are the similarities and differences between the Maya and the UK?</p>	<p>Mayans, hieroglyphics, civilization, BC, AD, drought, rainforest, priests, noblemen, maize, culture, diet.</p>



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	<p>of the past, from the periods studied, that are relatable to the present day.</p>	<ul style="list-style-type: none"> -I know the difficulties of sustaining a civilization in a rain forest environment. -I know the Mayans wrote in hieroglyphics. -I know most Mayan people would be able to read and write some glyphs but it was only priests and noblemen who would know the whole written language. -I know hieroglyphics were inscribed onto stone, monuments and painted onto pottery. -I know the Mayans had many Gods. -I know Maize was the most important food and made up about 80% of the Maya diet -I know the Maya used cocoa beans to make rinks for the rich and important. 		
<p>Spring Term Battle of Britain WW2</p>	<p>A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066: A significant turning point in British history (The Battle of Britain)</p> <p>Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied.</p>	<ul style="list-style-type: none"> -I know The Battle of Britain was the attempt by the Germans to destroy Great Britain's Royal Air Force (RAF) so that they could then invade by sea. - I know it is called the Battle of Britain because Winston Churchill said after Germany had invaded France, 'The Battle of France is over. The Battle of Britain is about to begin. - I know after Hitler and the German army had invaded most of Europe, one 	<p>How did World War II start? What happened during the Battle of Britain? Why was there a Battle of Britain? Why did the RAF win and the Luftwaffe lose? What impact did the Battle of Britain have?</p>	<p>Battle of Britain, Spitfire, Luftwaffe, Air force, Winston Churchill, invade, Blitz, atomic bomb, allies, propaganda, rationing, World War II, evacuation, invade, Hurricane, air raid</p>



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	<p>-Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.</p> <p>- Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.</p>	<p>of the few countries left to fight them was Great Britain.</p> <ul style="list-style-type: none">- I know the Battle of Britain started on 10th July 1940 when British ships in the English Channel were bombed by the German Luftwaffe.- I know the Luftwaffe was the name of the German air force.- I know the Germans began by bombing towns and army defences on the southern coast.- I know that it is estimated that 1,000 British planes were shot down during the Battle of Britain whereas 1,800 German planes were destroyed.- I know Hitler had a secret code name for his invasion plan; it was called 'Operation Sea Lion'- I know The British Spitfire plane became a popular symbol of the Battle of Britain.- I know The Spitfires battled with the German fighter planes while another British plane, the Hawker Hurricane, took down the German bombers.- I know the battle ended on 15th September 1940- I know the Germans continued to bomb large cities for months afterwards (which became known as the Blitz)		
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<p>Summer Term Changing Power of Monarchs - Henry VII to Elizabeth – Comparison of Elizabeth 1 to Elizabeth 2</p>	<p>1A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066: the changing power of monarchs, using case studies such as John, Anne and Victoria.</p> <p>-Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.</p> <p>- Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately</p> <p>-Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features.</p>	<p>- I know the Monarchy is the oldest form of Government in the UK.</p> <p>-I know in 1066 Edward the Confessor died without an heir leaving England without a Monarch.</p> <p>-I know that Harold Godwinson, William of Normandy, Harald Hardrada and Edgar Atheling were all competing for the throne.</p> <p>-I know the Witan were the council who decided who would be king in Anglo-Saxon England and Harold was chosen by it to be King.</p> <p>-I know William was a Norman who invaded and defeated Harold in the Battle of Hastings to become king.</p> <p>-I know the Battle of Hastings was depicted in the Bayeux Tapestry and William became known as 'William the Conqueror'.</p> <p>-I know King Henry VIII was a King of England and Wales in Tudor times.</p> <p>-I know Henry wanted a male heir to the throne and married 6 times – Catherine of Aragon, a Spanish princess, had previously been married to Henry's brother, Arthur. They had a daughter, Mary, before the marriage was dissolved. Anne Boleyn was beheaded after giving birth to Elizabeth Jane</p>	<p>Who have been the Monarchs of Britain since 1066? How did William the Conqueror become the first King? How has the change in power from Monarchy to parliament centred under Oliver Cromwell? What impact did Queen Elizabeth 1 have? How has the role of the Monarch evolved over time?</p>	<p>Monarch, heir, King, Queen, Battle of Hastings, Bayeux Tapestry, era, Catholicism, Spanish Armada, assignation, Gunpowder plot, prosperity.</p>
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	<p>-Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information</p>	<p>Seymour died in childbirth to the son, Edward Anne of Cleves was chosen from a painting but Henry found her unattractive and they divorced Catherine Howard was very young and accused of being unfaithful (beheaded) Catherine Parr survived Henry.</p> <ul style="list-style-type: none">-I know Elizabeth was unmarried when she became queen in 1558 following the death of her half-sister Mary, She never took a husband.- I know the Elizabethan era was culturally very vibrant and was known as the Golden Age.-I know Britain won a famous naval battle against the Spanish Armada. Explorers like Sir Francis Drake were bringing back treasures from their adventures overseas.-I know after Elizabeth's death, her cousin became the monarch. He was James, the King of Scotland and became the first Stuart King of England. This led to a union between the two nations and the creation of the Union Jack Flag.-I know that James I continued to suppress Catholicism in England and ordered all Catholic priests to leave the country, leading to an assignation attempt known as the Gunpowder plot.		
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		<p>-I know Victoria was born in 1819 - her grandfather was King George III. She became queen when she was 18 and married Prince Albert 3 years later. They had 9 children.</p> <p>-I know the British Empire - Victoria was monarch of a quarter of the Earth's land surface.</p> <p>- I know Victoria was a very involved Queen who met the prime minister weekly for a long meeting - the period was considered a very successful one, with much growth and prosperity.</p> <p>- I know she was also highly influential in Europe due to familial relationships with many other monarchs.</p>	
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