



History

Early Years	<u>Understanding the World</u> <u>Nursery</u>	<u>Understanding the World</u> <u>Reception</u>	<u>ELG</u>
Skills	- Begin to make sense of their own life story and family's history	- Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	- Talk about the lives of people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.
Enquiry questions	<i>How have I changed since I was a baby? Why do we wear different clothes at different times of the year? What are our favourite celebrations each year?</i>		
Resources and Trips	Class Timelines – record, share and reflect on events that have happened to them Zig-Zag birthday books – change, passage of time Personal times lines in learning journeys so they can reflect on their life story Dress up in seasonal clothes or celebration Once their were giants by Martin Waddell; The Queen's Knickers by Nicholas Allan; A Chair for Baby Bear by Kaye Umansky and Chris Fisher Richmond Park / Strawberry Hill House – Fairy-tale Castle/Marvellous Miniatures https://www.storystorks.co.uk/ourstories		
Activities	<p>'History' must be led with personal and familiar concepts. Our children in Nursery and Reception have many opportunities to talk about themselves and share photos or other memorabilia from their life to support their growing understanding of what has happened before.</p> <p>Children have the opportunity to share family photos, often promoting discussions around grandparents, parents and siblings, enabling children to see where they fit into a personal family timeline.</p> <p>There are also opportunities to explore how they have changed since they were born as the children are encouraged to bring in pictures from when they were babies to share.</p> <p>Children are also able to share their more recent past experiences through the use of holiday books, which they fill in through each holiday and then bring back to share with their peers. These conversations are powerful in modelling and building language involved in tenses as they recount anecdotes of recent breaks and compare it to those they have had before.</p> <p>To further support their own life story children are encouraged to regularly look at and explore their Learning Journey, an ongoing record of their personal history in which they can see how they have grown and changed as well as what skills they have learnt.</p> <p>EYFS takes opportunities through celebrations and times of importance to share photos and stories from the past. EYFS also take every opportunity to explore people of significance through history and immediate events that will impact history e.g. the monarchy.</p> <p>We also engage in exploration of artefacts, the children have been especially fascinated by a record player, typewriter, cassette tape and simple fossils the children have brought in to show.</p>		




History

<p>Year 1</p>	<p>School Days (A1) Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin</p>		<p>Moon Zoom! (A2) Significant people – Astronauts; Changes within living memory</p>		<p>Bright Lights, Big City (Sp2) The role of the Monarch, significance of an event – The Great Fire of London</p>	
<p>Enquiry Questions</p>	<p><i>What do you know about The Russell School now or in the past? What do you think your great grandparents (or someone from the Victorian era) would have found surprising if they could be transported forward to today?</i></p>		<p><i>What does it take to be a great explorer? How do we know what happened? Who is Neil Armstrong and what did he do?</i></p>		<p><i>How do we know so much about what happened in The Great Fire of London? Who are the important people in our capital city and what do they do?</i></p>	
<p>Resources and Trips</p>	<p>Dress up Day Richmond & Kingston Museum – Box/Workshop Marble Hill House/Ham House When Grandma was young by Paul Humphrey; Wilfrid Gordon McDonald Partridge</p>		<p>Man on the Moon by Simon Bartram; Beegu by Alexis Deacon; Aliens in Underpants Save the World by Claire Freedman</p>		<p>Museum of London National Archives visit workshop (online) - GFoL Queens Hat by Steven Antony; Claude at the Palace by Alex Smith; The Town Mouse and the Country Mouse by Susanna Davidson; Katie in London – James Mayhew</p>	
	<p>Skills:</p> <ul style="list-style-type: none"> - Order school information on a timeline using common words and phrases relating to the passing of time to communicate ideas and observations - Use a range of historical artefacts to find out about the past (Victorian schools – classroom artefacts) - Describe important events in the school's history - Create stories, pictures, independent writing and role play about historical events, people and periods - Describe an aspect of everyday life within or beyond living memory - Identify similarities and differences between school now and in the past - Describe changes within or beyond living memory - Express an opinion about a historical source 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>Sequencing words, such as first, next, finally, then and after that, can be used to order chronologically</i> - <i>Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, to describe the passing of time</i> - <i>Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used</i> - <i>Identifying similarities and differences helps us to make comparisons between life now and in the past</i> - <i>Aspects of everyday life include houses, jobs, objects, transport and entertainment</i> - <i>Changes within living memory have happened over the last 100 years</i> - <i>Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings</i> - <i>Historical sources include artefacts, written accounts, photographs and paintings</i> 	<p>Skills:</p> <ul style="list-style-type: none"> - Understand the term significant and explain why Neil Armstrong is a significant individual is important - Describe changes within or beyond living memory - Order information on a timeline – the moon landing 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think</i> - <i>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically</i> - <i>Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures</i> 	<p>Skills:</p> <ul style="list-style-type: none"> - Describe a significant historical event in British history – recreate pudding lane - Describe the role of a monarch - Order information on a timeline – key events of GFoL - Identify some key features of a significant historical event beyond living memory - Ask and answer questions to create a story about a key event 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>Significant historical events include those that cause great change for large numbers of people</i> - <i>A monarch is a king or queen who rules a country. Hierarchy is a way of organising people according to how important they are or were</i> - <i>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically</i> - <i>Significant historical event</i>



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<p>Year 2</p>	<p>Land Ahoy! (A1) Link to Year 1 – MZ Significant historical people – Captain James Cook, Grace Darling; Famous pirates</p>		<p>Movers and Shakers (A2) Link to Year 1 BLBC & MZ Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people</p>		<p>Towers, Tunnels & Turrets (Sp1) Link to Year 1 – SD Castles and castle life</p>	
<p>Enquiry Questions</p>	<p><i>Which explorers have you met before? What did they achieve? Similarities and differences. Would you rather explore, navigate or rescue?</i></p>		<p><i>How have important people changed history? Who is the greatest history maker?</i></p>		<p><i>Why were castles built? What makes a great castle? How does the past compare to today?</i></p>	
<p>Resources and Trips</p>	<p>Teddington Lock Captain McGrew wants you for his crew by Mark Sperring and Ed Eaves; The Troll by Julia Donaldson; The Adventures of Sinbad the Sailor by Katie Daynes; Grace Darling by Anita Ganeri</p>		<p>Dress up Day National Archives online workshop – Sig women 100 People Who made History – Meet the People Modern World by Dorling Kindersley</p> 		<p>Windsor Castle/Strawberry Hill House (Local Castle) Rapunzel by Bethan Woolvin; The Tunnel by Anthony Browne; Sir Scallywag and the Battle for Stinky Bottom by Giles Andreae</p>	
	<p>Skills:</p> <ul style="list-style-type: none"> - Present historical information in a simple non-chronological report about a pirate/sea explorer - Sequence significant information in chronological order (Grace Darling) - Use historical models to make judgements about significance and describe the impact of a significant historical individual - Describe and explain the importance of a significant individual's achievements on British history – sea explorers 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>Historical information can be presented in a variety of ways</i> - <i>Aspects of everyday life from the past and how it is different from today</i> - <i>Important individual achievements include great discoveries and actions that have helped many people</i> 	<p>Skills:</p> <ul style="list-style-type: none"> - Describe, in simple terms, the importance of local events, people and places - Use historical models to make judgements about significance and describe the impact of a significant historical individual - Present historical information - Sequence events and information in a chronological order - Describe how an aspect of life has changed over time - Use historical sources to begin to identify viewpoint – how we find out about the past - Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it - Describe and explain the importance of a significant 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>A significant person in the locality is someone who made big changes in their lifetime</i> - <i>In history, the term significant individual describes a person who is great, important or worthy of attention</i> - <i>Categories for sorting significant people include explorers, activists, monarchs, scientists and artists</i> - <i>Ways of ranking information data (least to most important)</i> - <i>Significant explorers and their voyages</i> - <i>Life has changed over time due to changes in technology</i> - <i>A viewpoint is a person's own opinion or way of thinking about something</i> 	<p>Skills:</p> <ul style="list-style-type: none"> - Use geographical vocabulary to describe how and why people use a range of human features - Describe the everyday lives of people in a period within or beyond living memory - A timeline is a display of events, people or objects in chronological order - Present historical information in a simple non-chronological report - Describe what it was like to live in a different period 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>Human features are made and include castles, towers and tunnels</i> - <i>Aspects of everyday life from the past</i> - <i>Sequence significant information in chronological order</i> - <i>Historical information can be presented in a variety of ways</i> - <i>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history</i>



			individual's achievements on British history - Use the historical terms year, decade and century	- <i>Important individual achievements include great discoveries and actions that have helped many people</i>		
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History

<p>Year 3</p>	<p>Gods and Mortals (A2) Link to Year 2 – T,T&T Ancient Greece, Greek life and achievements</p>		<p>Tribal Tales (Sp2) Prehistoric Britain – Stone Age to Iron Age</p>		<p>Urban Pioneers (Su1) Link to Year 1 - SD Conduct a local history study</p>		<p>Emperors and Empires (Su2) Link to all Year 3 topics Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy</p>	
<p>Enquiry Questions</p>	<p><i>How do artefacts help us understand the lives of people in Ancient Greece? Are they reliable? Does Ancient Greece have any influence on us today? Which individual was the most important (to the Ancient Greeks/to us today)?</i></p>		<p><i>What is prehistory? What is an archaeologist? How did the lives of ancient Britons change during the Stone Age? Which period in history would you have preferred to have lived in Stone Age, Bronze times or Iron Age times? Why have you made the decision</i></p>		<p><i>What improvements have been made to Richmond? What impact have individuals had on our local area?</i></p>		<p><i>How did the arrival of the Romans change Britain? What was life like in Roman Britain?</i></p>	
<p>Resource and Trips</p>	<p>Dress up Day British Museum Who Let the Gods Out? By Maz Evans; Greek Myths for Young Children by Anna Milbourne</p>		<p>Butser Farm Richmond Museum – Box/Workshop Stig of the Dump by Clive King; Stone Age Boy by Satoshi Kitamura</p>		<p>Local Area Trip Emil and the Detectives – Erich Kästner; The Family from One End Street – Eve Garnett</p>		<p>Richmond Museum – Box/Workshop Roman Tales: The Goose Guards by Terry Deary</p>	
	<p>Skills:</p> <ul style="list-style-type: none"> - Describe the achievements and influence of the Ancient Greeks on the wider world - Make choices about the best ways to present historical accounts and information - Explain the cause and effect of a significant historical event - Make deductions and draw conclusions about the reliability of a historical source or artefact 	<p>Knowledge:</p> <ul style="list-style-type: none"> - English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre - Historical information can be presented as a narrative, non-chronological report - Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, 	<p>Skills:</p> <ul style="list-style-type: none"> - Sequence dates and information from several historical periods on a timeline - Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age - Make choices about the best ways to present historical accounts and information 	<p>Knowledge:</p> <ul style="list-style-type: none"> - Dates and events can be sequenced on a timeline using AD or BC - The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time (settlements, farming etc.) - Historical information can be presented as a narrative, non-chronological report - Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age 	<p>Skills:</p> <ul style="list-style-type: none"> - Analyse a range of historical information to explain how a national or international event has impacted the locality 	<p>Knowledge:</p> <ul style="list-style-type: none"> - National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality 	<p>Skills:</p> <ul style="list-style-type: none"> - Describe everyday life in Ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling - Sequence dates and information from several historical periods on a timeline - Ask well composed historical questions about aspects of everyday life in ancient periods - Describe the hierarchy and different roles in past civilisations - Describe the achievements and influence of the Ancient 	<p>Knowledge:</p> <ul style="list-style-type: none"> - Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort - Dates and events can be sequenced on a timeline AD or BC - Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause



	<p>- Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources</p> <p>- Summarise how an aspect of British or world history has changed over time</p>	<p><i>photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</i></p> <p>- <i>Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.</i></p>	<p>- Describe the everyday lives of people from past historical periods</p> <p>- Describe the roles of tribal communities and explain how this influenced everyday life</p> <p>- Explain the cause and effect of a significant historical event</p> <p>- <u>Explain the similarities and differences between two periods of history</u></p>	<p><i>life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</i></p> <p>- <i>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</i></p> <p>- <i>The causes of a significant event are the things that make the event happen and directly lead up to the event</i></p>			<p>Romans on the wider world</p> <p>- Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them</p> <p>- Describe how a significant event or person in British history changed or influenced how people live today</p> <p>- Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs</p> <p>- Describe the significance and impact of power struggles on Britain</p> <p>- Describe ways in which human invention and ingenuity have changed how people live</p> <p>- <u>Explain the cause and effect of a significant historical event</u></p>	<p><i>and effect, significance or continuity and change</i></p> <p>- <i>Ancient Rome had a clear hierarchy</i></p> <p>- <i>The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe</i></p> <p>- <i>Significant events or people in the past have caused great change over time Influenced how people live today</i></p> <p>-<i>Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43</i></p> <p>- <i>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people</i></p> <p>- <i>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world</i></p>
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History

<p>Year 4</p>	<p><u>Invasion (A1)</u> Link to Year 3 – EE Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy</p>	<p><u>1066 (Sp1)</u> Link to Year 4 – I and EE (Y3) 1066 – Norman Conquest</p>	<p><u>Ancient Civilisations (Su2)</u> Link to Year 3 – G&M Features of civilisations; Ancient Sumer; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations</p>			
<p>Enquiry Questions</p>	<p><i>Who were the Anglo-Saxons and how do we know what was important to them? Do you feel that things got better or worse between the Roman period and the Anglo-Saxon period?</i></p>	<p><i>Who won the Battle of Hastings? Who was William the Conqueror?</i></p>	<p><i>What is a civilisation and how can I tell its story? How does the past civilisation compare to now?</i></p>			
<p>Resources and Trips</p>	<p>Kingston Museum – Workshop The Saga of Erik the Viking – Terry Jones</p>	<p>Dress up Day National Archives online workshop – Domesday Book 1066: The Norman Conquest (I Was There) by Jim Eldridge; Anglo Saxon Boy by Tony Bradman</p>	<p>British Museum Daily Life in Ancient Civilizations Sumer & Indus</p>			
	<p>Skills:</p> <ul style="list-style-type: none"> - <u>Interpret a primary source and understand how the context in which it was written influences the writer’s viewpoint</u> - <u>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs</u> - Explain in detail the multiple causes and effects of significant events - Sequence significant dates about events within a historical time period on historical timelines 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past</i> - <i>The influences of Roman civilisation on Britain</i> - <i>Every significant historical event has a cause or a number of causes</i> - <i>Key events (timeline- during the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans)</i> - <i>Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect</i> 	<p>Skills:</p> <ul style="list-style-type: none"> - <u>Construct a profile of a significant leader using a range of historical sources</u> - Describe the significance and impact of power struggles on Britain - Create an in-depth study of an aspect of British history beyond 1066 - <u>Use more complex historical terms to explain and present historical information</u> - Explain in detail the multiple causes and effects of significant events - <u>Present a thoughtful selection of relevant information in a historical report</u> 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>A profile of a leader can include their significant achievements</i> - <i>The Viking invasion and Anglo-Saxon defence of England led to many conflicts</i> - <i>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life</i> - <i>Historical terms include abstract nouns, such as invasion and monarchy</i> - <i>Every significant historical event has a cause or a number of causes</i> - <i>Relevant historical information can be presented</i> 	<p>Skills:</p> <ul style="list-style-type: none"> - Explain how artefacts provide evidence of everyday life in the past - Use more complex historical terms to explain and present historical information - <u>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements</u> - Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them - Present a thoughtful selection of relevant information in a historical report (Sumerian city) 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner</i> - <i>Features/characteristics of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition</i> - <i>Ancient Sumer was the first civilisation in the world</i> - <i>Food, farming and nutrition helped Sumer to develop, because crops grew well on the fertile land near the rivers. And Life changed when</i>



<ul style="list-style-type: none">- Explain the cause, consequence and impact of invasion and settlement in Britain- Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner- Describe a series of significant events, linked by a common theme, that show changes over time in Britain- Present a thoughtful selection of relevant information in a historical report- Describe the significance and impact of power struggles on Britain- Identify bias in primary and secondary sources- <u>Compare and contrast two civilisations</u>- Construct a profile of a significant leader using a range of historical sources	<ul style="list-style-type: none">- <i>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left (farmland), Saxons, Angles and Jutes decided to invade and settle</i>- <i>Historical artefacts can reveal much about the object's use or owner</i>- <i>Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time</i>- <i>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists</i>- <i>The Viking invasion and Anglo-Saxon defence of England led to many conflicts</i>- <i>Bias is the act of supporting or opposing a person or thing in an unfair way</i>- <i>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past</i>- <i>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures</i>- <i>A profile of a leader can include their significant achievements</i>	<ul style="list-style-type: none">- Answer and ask historically valid questions about changes over time- Describe and explain the impact of a past society on a local settlement or community	<p><i>as written texts, tables, diagrams, captions and lists</i></p> <ul style="list-style-type: none">- <i>Changes over time can happen rapidly or slowly and are affected by the desire</i>- <i>A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language</i>	<ul style="list-style-type: none">- Describe the hierarchy and different roles in ancient civilisations- Explain in detail the multiple causes and effects of significant events- Construct a profile of a significant leader using a range of historical sources- Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society- Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner- <u>Compare and contrast two civilisations</u>	<p><i>new technologies and tools were invented</i></p> <ul style="list-style-type: none">- <i>Sumerian cities, including Uruk and Ur, grew gradually over time</i>- <i>The king or lugal was at the top of the ancient Sumerian hierarchy.</i>- <i>A very significant historical event has a cause or a number of causes - Sargon the Great overthrew the king of Akkad and took the throne</i>- <i>Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains</i>- <i>Egyptian cities grew over time and were surrounded by high walls</i>- <i>The pharaoh was at the top of the hierarchy and had absolute power</i>- <i>Historical artefacts can reveal much about the object's use or owner</i>- <i>Ancient Sumer and Ancient Egypt shared many similarities but also differences</i>
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History

<p>Year 5</p>	<p>Peasants, Princes and Pestilence (A1) Link to Year 4 – 1066 14th century England</p>		<p>Pharaohs (Sp2) Link to all History topics Ancient Egypt</p>		<p>Off with Her Head! (Su1) Link to Year 4 – I, 1066 & P,P & P The Tudors</p>	
<p>Enquiry Questions</p>	<p><i>What was the most significant event in the 14th Century? Who was King Richard II – were his actions valid? Was this period of time better for the rich/poor and how do we know? How can a source show its validity and create a picture of an event? What information about the past can we draw from artefacts?</i></p>		<p><i>What was the importance of the River Nile? Who were the Egyptians and what was the significance of Tutankhamun?</i></p>		<p><i>What impact have The Tudors had and why? What were the major historical events of this period? What effects did changing events, individuals and monarchs have on this time?</i></p>	
<p>Resources and Trips</p>	<p>Maria and the Plague by Natasha Deen; Children of Winter by Berlie Doherty</p>		<p>Dress up Day British Museum / Kilmorey Mausoleum Secrets of a Sun King by Emma Carroll; Egyptian Cinderella by Shirley Climo; The Phoenix Code by Helen Moss</p>		<p>Richmond Museum – Box/Workshop Hampton Court Drivers Daughter: A Tudor Story by Patrice Lawrence ; Treason by Berlie Doherty</p>	
	<p>Skills:</p> <ul style="list-style-type: none"> - Create an in-depth study of an aspect of British history beyond 1066 - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way - Sequence and make connections between periods of world history on a timeline. - Study a feature of a past civilisation or society - Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy 	<p>Knowledge:</p> <ul style="list-style-type: none"> - Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life - Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice - Different world history civilisations existed before, after and alongside others - The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures 	<p>Skills:</p> <ul style="list-style-type: none"> - Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way - Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy - Sequence and make connections between periods of world history on a timeline - Compare and contrast an aspect of history across two or more periods studied - Use a range of historical sources or artefacts to build a picture of a historical event or person 	<p>Knowledge:</p> <ul style="list-style-type: none"> - The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years - Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice - Sources of historical information can have varying degrees of accuracy - Different world history civilisations existed before, after and alongside others - Aspects of history that can be compared and contrasted 	<p>Skills:</p> <ul style="list-style-type: none"> - Articulate and organise important information and detailed historical accounts using topic related vocabulary - Create an in-depth study of an aspect of British history beyond 1066 - Explain why an aspect of world history is significant - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way - Compare and contrast an aspect of history across two or more periods studied - Frame historically valid questions about continuity and change and construct informed responses 	<p>Knowledge:</p> <ul style="list-style-type: none"> - Historical terms include project related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt - Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life - Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today - Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and



			<p>- Find evidence from different sources, identify bias and form balanced arguments</p>	<p><i>include rulers and monarchs, everyday life, homes and work, technology and innovation</i></p> <p><i>- Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person</i></p>		<p><i>tombs or protest against injustice</i></p> <p><i>- Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation</i></p> <p><i>- Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important</i></p>
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History

<p>Year 6</p>	<p><u>Hola Mexico (A2)</u> Links to Year 5 – P, Year 4 – AC, Year 3 – EE and GM Ancient Maya civilisation</p>		<p><u>A Child's War (Sp2)</u> Link to Year 3 – UP; Links to Year 4 topics and Year 5 Second World War</p>		<p><u>Maafa (Su2)</u> Link to Year 5 – OwHH Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism</p>	
<p>Enquiry Questions</p>	<p><i>Who were the Mayans and what did we learn from them? How similar and how different are the Mayan's to any Ancient Civilisation?</i></p>		<p><i>What impact does war have? What have leaders taught us? War – what was it good for? How did WWII impact life in Britain?</i></p>		<p><i>What significance or comparisons can we make between Maafa and Britain? What was Britain's role in the slave trade? In what ways have black people contributed to British life?</i></p>	
<p>Resources and Trips</p>	<p>Dress up Day Holes by Louis Sahar; Ancient Maya by Barbara A Sommerville; Mayan Civilisation by Clare Hibbert</p>		<p>Richmond & Kingston Museum – Box/Workshop National Archives online workshop – WW2 propaganda Imperial War Museum/St Leonards Air Raid Shelter Goodnight Mister Tom by Michelle Magorian; The Silver Sword by Ian Serraillier</p>		<p>Docklands Museum Freedom by Catherine Johnson</p>	
	<p>Skills:</p> <ul style="list-style-type: none"> - <u>Present an in-depth study of a local town or city</u>, suggesting how to source the required information - Use abstract terms to express historical ideas and information. 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</i> - <i>Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</i> 	<p>Skills:</p> <ul style="list-style-type: none"> - <u>Articulate and present a clear, chronological world history narrative within and across historical periods studied</u> - Articulate the significance of a historical person, event, discovery or invention in British history - <u>Compare and contrast leadership</u>, belief, lifestyle or significant events across a range of time periods - <u>Describe and explain the significance of a leader or monarch</u> - Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history</i> - <i>Significant people, events, discoveries or inventions can affect many people over time</i> - <i>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods</i> - <i>Leaders and monarchs have changed the course of history in a variety of ways</i> - <i>War, oppression, conflict and rebellion can cause damage to buildings and property</i> 	<p>Skills:</p> <ul style="list-style-type: none"> - Articulate and present a clear, chronological world history narrative within and across historical periods studied - Articulate the significance of a historical person, event, discovery or invention in British history - Ask perceptive questions to evaluate an artefact or historical source - Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society - Describe and explain the common traits and motives of leaders and monarchs from different historical periods - Describe how the resistance, refusal or rebellion of 	<p>Knowledge:</p> <ul style="list-style-type: none"> - <i>Timelines demonstrate the chronology and links between key civilisations</i> - <i>Significant people, events, discoveries or inventions can affect many people over time.</i> - <i>Britain played a key role in the Maafa</i> - <i>Questions can be used to evaluate the usefulness of a historical source</i> - <i>The characteristics of the earliest civilisations</i> - <i>A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire</i> - <i>Common traits and motives of leaders and monarchs include accumulating wealth,</i>



			<ul style="list-style-type: none">- Describe some of the significant achievements of mankind and explain why they are important- Describe the causes and consequences of a significant event in history	<ul style="list-style-type: none">- <i>New weaponry technology developed at a rapid rate during the First World War</i>- <i>The Second World War was the most technologically advanced conflict in history</i>- <i>Britain has been at war for much of its history. The First World War started because of alliances, imperialism, militarism and nationalism within Europe. Germany used a strategy called the Schlieffen Plan at the beginning of the conflict. There were many events that lead to the end of the First World War</i>	<p>individuals, groups and civilisations can affect a society or practice</p> <ul style="list-style-type: none">- Describe the causes and consequences of a significant event in history- Describe the growth of the British economy and the ways in which its growth impacted on British life- <u>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society</u>- Identify different types of bias in historical sources and explain the impact of that bias- Present a detailed historical narrative about a significant global event- <u>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance</u>- Use abstract terms to express historical ideas and information	<p><i>spreading religious ideologies and acquiring land, power and status</i></p> <ul style="list-style-type: none">- <i>Resistance took many forms. Some enslaved people escaped and created Maroon communities</i>- <i>There were many different actions and events, over a period of around 100 years, that lead to the eventual abolition of slavery. Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain</i>- <i>The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. Britain benefitted from the enslavement of African people in many ways</i>- <i>The human impact of the triangular slave trade was wide ranging. Life was very difficult for enslaved people on plantations</i>- <i>Different types of bias include political, cultural or racial</i>- <i>Historical narratives can describe long- and short-term causes and consequences of an event. The triangular slave trade consisted of three journeys</i>
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						<p>- Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence)</p> <p>- Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, maafa, rebellion, resistance and slavery</p>
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