**HOLY TRINITY CATHOLIC ACADEMY**

**HISTORY CURRICULUM MEDIUM TERM PLAN**

**History Learning Intent:**

Through high quality teaching of the history curriculum, it is our intention that all pupils;

* That our history lessons inspire children to want to know more about the past and to think and act as historians
* Children have opportunities to investigate and interpret the past, to understand chronology, build an

overview of Britain’s past as well as that of the wider world and to be able to communicate historically.

* Enjoy and love learning about history through experiences in the classroom and also with use of artefacts and educational visits

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| **Our History Curriculum Journey begins in the EYFS through the ‘Understanding of the World: Past and Present’ aspect of the EYFS curriculum.**    In Nursery, the children will know their own life story, about some of their family history and will remember and talk about significant events which have happened to them.  In Foundation 2, the children will know that some places are special to members of their community, know how to compare and contrast characters from stories, including figures from the past; know how to recognises and describe special times or events for family or friends, know how to comment on images of familiar situations in the past.  By the end of The Foundation Stage, *Children at the expected level of development will:* **(ELG)**   * Talk about the lives of the 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.   **For specific or further detail, refer to the separate EYFS Medium Term Plans**  This is built upon in KS1 and 2 as follows: | | | |
| **ADVENT TERM UNITS - ‘CHANGES’** | | | |
| **YEAR** | **KEY KNOWLEDGE** | **KEY VOCABULARY** | **KEY SKILLS** |
| **EYFS F1**  **BY THE END OF THE ADVENT 2 UNIT** | To know that we celebrate Bonfire Night in November  To know that we light a bonfire or fireworks | Bonfire Night  Fireworks | Knows how to talk about significant events in my own experience |
| **EYFS**  **F2**  **Year A and B**  **BY THE END OF ADVENT 2 UNIT** | To know that the story of Guy Fawkes - is celebrated every year on November 5th.  The event is also known as Bonfire Night.  Several people, including a man named Guy Fawkes, planned to blow up the Houses of Parliament.  That on Remembrance Day we wear poppies to remind us of the people who died in the wars | Guy Fawkes, gunpowder, Houses of Parliament, plot and King James  Remembrance Day  Poppies | Knows how to talk and remembers about significant events in my own experience.  Knows that some places are special to members of their community.  Knows how to comment on images of familiar situations in the past. |
| **Y1/2**  **Year A**  **BY THE END OF THE ADVENT TERM UNIT**  **CST Principle Link: Solidarity** | **Events beyond living memory**  **Topic: How the Great Fire *changed* London**  **Key Knowledge:**   1. To know how to place events on a timeline comparing now with when I was born, when my parents were born, when my grandparents were born; when Jesus was born   To know that the Great Fire of London took place a long time ago, but not as long ago as when Jesus was born   1. To know that ‘The Great Fire of London’ started on 2nd September 1666 in a bakery on Pudding Lane, London 2. To know that the fire spread quickly because:   - the houses were made from wood and had thatched roofs and these burned easily. - The houses were tightly packed together so flames could easily spread.  -The weather was dry and the wind was strong.  -They did not have very good fire fighting skills.   1. To know that the fire was put out by making firebreaks; first they tried using fire hooks and axes to pull the houses down. But the fire spread too quickly so they used gunpowder to blow up houses in the path of the fire, to create fire breaks 2. To know that the reason we know about this is because Samuel Pepys wrote a diary which described the events | Significant: *important, to be worthy of attention*  Firebreak: *a gap that stops fire spreading to nearby buildings*  Fire hook: *a pole with a hooked metal end used to tear down walls and ceilings*  1666 Pudding Lane  Samuel Pepys Diary | Sequence events in their life  **Sequence 3 or 4** artefacts from different period of time  **Explain the differences**  **Match objects** to people of different ages  Sequence artefacts closer together in time  Sequence photos from different periods in their life  **Describe** memories of key events in their lives  **Compare** pictures or photos in the past |
| **Y1/2**  **Year B**  **BY THE END OF THE ADVENT TERM UNIT** | **Changes within living memory**  **Topic: Toys – How have toys *changed* over time? Key knowledge:**   1. **To know how to place events on a timeline comparing now with when I was born**, when my parents were born, when my grandparents were born; when Jesus was born; where 100 years ago would be on the timeline 2. **To know that about 100 years ago toys were mainly made from wood, paper and metal.** The kind of toys people played with indoors were teddy bears, dolls, soldiers, trains, Mechano, spinning tops, hula hoops, board games like snakes and ladders. Outdoor games included Hide and Seek, football and hopscotch 3. **To know that today we have some of the same toys as children played with 100 years ago, but they have changed in the way that they look and what they are made of.** Many of todays toys are made of plastic; are more brightly coloured and there are more variety in types of toys today; to know how to sort, describe and compare old and new toys 4. **To know that many of today’s toys are electrical and that today we have video games.**  This is different because video games were not invented 100 years ago. 5. To know that children rode bicycles 100 years ago and that children ride bicycles today; **to know that the design of bicycle has changed over the last 100 years**; to know how to sort and describe these changes | Old  New  Before  After  Past  Present  Then  Now  Older  Oldest  Modern toys  Materials  Plastic  Wooden  Electrical  Bicycle |
| **Y3/4**  **Year A**  **BY THE END OF THE ADVENT TERM UNIT**  **Y3/4**  **Year B**  **BY THE END OF THE ADVENT TERM UNIT** | **The Roman Empire and its impact on Britain**  **Topic: How did the Roman invasion *change* Britain? Key Knowledge:**   1. To know when the Roman Empire took place and place this on a timeline. To know that in the year 55BC the Roman Emperor Julius Caesar invaded Britain. He took with him two Roman legions.  * To know that Romans came to Britain looking for land, iron, lead, zinc, copper, silver and gold.  1. To know that the Romans changed Britain by building the first roads. To know how Roman roads were built. To know that these roads would be used for moving soldiers and all their baggage around the country. They built the roads as straight as possible in order to travel as quickly as they could.    1. To know that one of the roads that the Romans built was called the Fosse Way. It started in Exeter and finished in Lincoln and was the longest Roman road. It was built to transport soldiers as part of the Roman invasion, but was then used to trade goods. To know that villages began to be built along the new Fosse Way. To know how to place this on a map. To know that this is now the A46 and is the main road that by passes Newark to Lincoln. 2. To know that Romans changed Britain by building Aqueducts, these were used to supply towns with water from the springs, rivers and lakes; which brought clean water into towns | **Romanisation**– bring (a region, people etc) under Roman influence or authority.  **Invasion**– an instance of invading a country or region with an armed force.  **Motivation**– a reason or reasons for acting or behaving in a particular way.  **Aqueduct**– A system of pipes and channels which brings clean water into towns.  **Region**– an area especially part of a country or the world having definable characteristics but not always fixed boundaries .  **Legion**– the Roman army  **Ager**– the raised mound of a Roman road  **Roman**– A person who lives or comes from Rome in Italy  **Empire**– a large commercial organisation owned or controlled by one person or group | **Locate** the period of time  **Locate** events  **Identify and sequence** events and artefacts  Begin to use **dates**  **Understand terms** AD/BC  **Compare lives** of others in period with lives today  **Identify reasons and results** of people’s actions  **Understand why** someone might have wanted to do something  **Compare** versions of the same story  **Begin to evaluate** the usefulness of evidence |
| **Topic: *Changes to Houses* Britain from the Stone Age to the Iron Age Key Knowledge:**  1. To know when the Stone Age, Bronze Age and Iron Ages started and finished. To know how to place this period of history on a timeline  · BC stands for Before Christ  · AD stands for ‘Anno Domini’ in Latin*.* In English that means ’In the year of the Lord.’  2. To know that the Stone Age was called this because humans started using flint, a type of stone to create tools and weapons  To know that the Bronze Age was called this because they started using bronze for tools and weapons instead of stone  To know that the Iron Age was called this because they started using iron for tools and weapons instead of stone and bronze  3. To know that in the early Stone Age people lived in caves  ·- To know that the mid Stone Age they built small round huts from materials they could find such as wood, stone and mud  - To know that they used animal skin or turf to cover the frame.     1. To know that Bronze Age houses were circular structures with a waddle and daub wall. Roundhouses sometimes had thatched roofs and had fireplaces in the middle of them. 2. To know that the Iron Age houses were much larger and could sleep many people, these were built more sturdier and were dryer and warmer.   To know how to compare the changes to housing in Britain between the Stone Age and the Iron Age | · **Prehistory** -The period of time in the past before people could write  ·  **Paleolithic** – The Old Stone Age  · **Mesolithic** -The Middle Stone Age  · **Neolithic** -The New Stone Age  · **Chronology** -The order of events in time  · **Animal hide** – animal skin treated for human use.  · **Settlement/ settlers** -When people start a community, this is a settlement /people who migrate to a new place.  · **Flint** -a type of stone that can be shaped into blades, knives and spears for hunting.  · **Bronze**– a mixture of copper and tin  **Thatched –** to cover a roof with straw  **Wattle and Daub –** weaving wooden strips together and covering with mud, clay and animal dung |
| **Y5/6**  **Year A**  **BY THE END OF THE ADVENT TERM UNIT**  **CST Principle:**  **Human Dignity** | **A study of an aspect of British History than extends pupils’ chronological knowledge beyond 1066**  **Topic: How did the lives of significant black men and women shape our nation? Key Knowledge:**   1. To know when the Windrush generation arrived in the UK and place this on a timeline  * To know that in 1948 Britain was recovering from the war (WW2) and needed to begin rebuilding but there was a huge shortage of labour * The British Government decided to encourage people from British colonies abroad to migrate to the UK.  1. To know that the British Nationality Act was passed in 1948 so anyone who lived in the UK or any British colony could live and work in the UK   Some British colonies included The Bahamas, Barbados, Trinidad and Jamaica.   1. To know that Jamaican citizens were offered the chance to sail on a boat called the Empire Windrush to settle in the UK. 500 Jamaicans travelled on the Windrush   People who arrived at this time were called the Windrush generation   1. To know that the passengers arrived and settled in England, particularly London and found jobs in the NHS and London Transport. 2. To know that the Windrush started a large increase in migration to the UK from other countries.   Lots of these people ended up staying permanently in the UK and this has led to a vibrant, diverse and multi-cultural society in the UK. | **Colony:** a country or area under the full or partial political control of another country and occupied by settlers from that country  **Migrate:** (of a person) move to a new area or country in order to find work or better living conditions  **Equality:** the state of being equal, especially in status, rights, or opportunities  **Racism:** prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized  **Discrimination:** the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability  **Apartheid:** (in South Africa) a policy or system of segregation or discrimination on grounds of race  **Generation:** all of the people born and living at about the same time, regarded collectively  **Multi-cultural:** relating to or containing several cultural or ethnic groups within a society  **Diverse:** showing a great deal of variety; very different | **Know and sequence** current study on timeline  Place other studies on timeline and **compare** to current  **Relate and compare current studies to previous studies**  **Compare** different eras and lives of others in the past  **Examine causes and results** of events and **impact on people**  **Compare and describe** aspects of people’s lives in current and other study  **Explain reasons, causes and effects of events**  **Use key dates and terms**  **Compare accounts** of events  **Offer reasons** for different versions  Identify primary and secondary sources  **Select relevant information**  Use range of sources of evidence |
| **Y5/6**  **Year B**  **BY THE END OF THE ADVENT TERM UNIT**  **CST Principle:**  **Subsidiarity, Participation** | **Topic: The *Changing* Power of the Monarchy**  **Key Knowledge:**   1. To know that the monarchy is the oldest form of government in the UK   The King or Queen is Head of State; to place significant dates as outlined below on a timeline   1. To know that in the Middle ages the King was the most important person in England. He ruled over all of the people and owned all the land.   William the Conqueror was King of England from 1066 - 1087.  He fought King Harold at the Battle of Hastings and won allowing him to claim the crown. He forced the English to accept him as King.   1. To know that in 1215 the Magna Carta was signed by King John I to protect people’s rights and freedoms from harsh rulers. 2. To know that from 1215 onward monarchs have been forced to gradually pass over their power to Parliament.   By the end of Queen Victoria’s reign in 1901 all power was handed over to parliament.   1. To know that the current British monarchy is a constitutional monarchy.   King Charles 111 is now the Head of State. His role is to represent the country as a focus of national identity, unity and pride.   1. To know that the King is the Head of the Church of England and the Head of the Armed Forces. He is the only person who can declare war on a country and declare a war over. | **Monarch:** a sovereign head of state, especially a king, queen, or emperor  **Monarchy:** a form of government with a monarch at the head  **Government:** the group of people with the authority to govern a country or state; a particular ministry in office  **Sovereign:** a supreme ruler, especially a monarch  **Constitutional monarchy:** system of government in which a monarch (see monarchy) shares power with a constitutionally organized government.  **Nation:** a large body of people united by common descent, history, culture, or language, inhabiting a particular country or territory  **Politics:** the activities associated with the governance of a country or area, especially the debate between parties having power  **Legislation:** laws, considered collectively  **Parliament:** (in the UK) the highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons  **Reign:** hold royal office; rule as monarch  **Head of State:** the chief public representative of a country, such as a president or monarch, who may also be the head of government. | **Know and sequence** current study on timeline  Place other studies on timeline and **compare** to current  **Relate and compare current studies to previous studies**  **Compare** different eras and lives of others in the past  **Examine causes and results** of events and **impact on people**  **Compare and describe** aspects of people’s lives in current and other study  **Explain reasons, causes and effects of events**  **Use key dates and terms**  **Compare accounts** of events  **Offer reasons** for different versions  Identify primary and secondary sources  **Select relevant information**  Use range of sources of evidence |

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| **LENT TERM UNITS – ‘LIVES / COMMUNITY’ TOPICS** | | | |
| **YEAR** | **KEY KNOWLEDGE** | **KEY VOCABULARY** | **KEY SKILLS** |
| **F2**  **BY THE END OF THE LENT 1 TERM UNIT** | I know that Neil Armstrong was the first man to walk on the moon | Neil Armstrong  Moon | Knows how to recognise and describe special times or events for family or friends.  Knows how to compare and contrast characters from stories, including figures from the past. |
| **Y1/2**  **Year A**  **BY THE END OF THE LENT TERM UNIT**  **CST Principle:**  **Human Dignity** | **To learn about significant individuals in the past who have contributed to national and international achievements**  **Rosa Parks** (place 1950 on a timeline)   1. **To know that in 1950s in America, black people were treated badly and were not allowed to do the same things as white people**, they were not allowed to go to the same schools and had to sit in different places on buses 2. **To know that Rosa Parks challenged inequality**. She was on a bus and asked to move so that a white person could sit down. She said no. She was arrested and taken off the bus. 3. **To know that Rosa Parks helped to change the law for equality**. Black people stopped using the buses for a whole year. This was called the ‘bus boycott’. Eventually they changed the law so that black and white people could sit together.   **Emily Davison** (place 1913 on a timeline)   1. **To know that in the early 1900s, suffragettes were people who fought for women to have a vote.** Women weren’t allowed to vote (choose who ran the country). They protested with banners, smashed windows and chained themselves to railings. Their actions would be noticed more than their words. - Deeds not Words – even if it meant getting into trouble with the police. 2. **To know that Emily Davison challenged inequality.** Emily Davison walked onto the racecourse because she wanted the suffragette message to be taken seriously. She was knocked down by the King’s horse. 3. **To know that Emily Davison helped change the law for equality.**  In 1918 the law was changed and some over 30 were allowed to vote. In 1928 all women over 21 were allowed to vote. | Civil rights  Bravery  segregation  Boycott  Equality/inequality  protest  suffragette  vote/voting | Sequence events in their life **Sequence 3 or 4** artefacts from different period of time **Explain the differences Match objects** to people of different ages  Sequence artefacts closer together in time Sequence photos from  different periods in their life **Describe** memories of key events in their lives **Compare** pictures or photos of people / events in the past |
| **Y1/2**  **Year B**  **BY THE END OF THE LENT TERM UNIT**  **CST Principle:**  **The Common Good** | **The lives of significant individuals in the past who have contributed to national and *international* achievements; and compare aspects of life in different periods**   1. To place the 15th Century on a timeline  * To know that the word ‘significant’ means important and that the people to be studied made some kind of difference in the world * **To know that Christopher Columbus was an explorer/sailor who lived in the 15th Century.** To know that he is famous for being the first person to discover America, but actually many people already lived there; * To know where America, China and India are on the map compared to the UK (reinforce Geography continents work) * 2. To know that he sailed across the Atlantic Ocean in a wooden ship. * To know that his first voyage was not successful, his ship was attacked and set on fire by pirates and he only survived by swimming back to land * - To know that he set out to look for new ways to get to China and India , but came across America by mistake * - To know that he brought back pineapples and turkeys from America to the UK   3. To place 1969 on a timeline  To know that the United States of America was having a competition with other countries to be the first person to send a man to the moon and that in 1969 they did this on the Apollo 11 Mission  To know that Neil Armstrong was the first man to ever walk on the moon  To know that Neil Armstrong was a pilot before he became an astronaut  To know that the landing vehicle in the Apollo 11 Mission was called ‘Eagle’  To know that when he first stepped onto the moon he said, ‘“That’s one small step for man, one giant leap for mankind.”  4.T**o know how to compare both Christopher Columbus and Neil Armstrong**:   * They both set out on long voyages. Christopher Columbus was over the sea and Neil Armstrong’s was through space. * To know that they both were important because they were the first people to find out about new places. * To know that their discoveries allowed more developments to take place. Understanding of new parts of the world for Christopher Columbus and developments in space travel for Neil Armstrong | **Significant**: important, to be worthy of attention **Explorer**: a person who explorers a new or unfamiliar area  **Voyage**: a long journey involving ravel by sea or in space  **Mission:** an important job given to someone or a group of people, typically involving travel  **Continent:** a continuous expanse of land (Asia, Africa, North America, South America,  Antarctica, Europe, Australasia) |
| **Y3/4**  **Year A**  **BY THE END OF THE LENT TERM UNIT**  **CST Principle:**  **Steward-**  **ship**  **The Common Good**  **Human Dignity** | **The Ancient Egyptians**  **The achievements of the Earliest Civilisation**  **An overview of where the first Ancient Egyptian civilization appeared**   1. To know how to place the ancient Egyptians on a ***timeline and locate*** Egypt and key places for Ancient Egyptians on a map (See KO diagram and map) 2. ***To know that one of the achievement of the Ancient Egyptians*** was that they ***improved farming techniques*** using the River Nile’s yearly floods   The River Nile flooded every year and left behind a rich, black silt that fertilized the soil. This was essential for growing food for everyone.   1. ***To know that another achievement of the Ancient Egyptians*** ***was that they invented writing*** known as hieroglyphics and paper known as papyrus 2. ***To know that another achievement of the Ancient Egyptians was in architecture***, building large pyramids to honour the dead; part of this achievement was due to their invention of the lever and pulley system 3. ***To know that another achievement of the Ancient Egyptians was that they developed a process of mummification*** to preserve the dead | **Ancient-** Very old  **Civilization-** People living together in communities  **Irrigation-** A system of canals Egyptians dug to supply water to grow crops where water would not reach naturally  **Silt-** Fine particles of soil, clay or sand carried and left by water.  **Hieroglyphics**- A systemof writing that used pictures and symbols (hieroglyphs) instead of letters.  **Cartouche-** An oval shape in which the names of pharaohs were written in hieroglyphics  **Pharaoh-** A ruler of ancient Egypt  **Mummification-** An expensive process of preserving bodies for the afterlife during Ancient Egypt.  **Canopic jars-** Jars to hold organs of the human body that were removed and preserved separately.  **Sarcophagus-** A type of coffin usually decorated | **Locate** the period of time  **Locate** events  **Identify and sequence** events and artefacts Begin to use **dates**  **Understand terms** AD/BC **Compare lives** of others in period with lives today **Identify reasons and results** of people’s actions **Understand why** someone might have wanted to do something  **Compare** versions of the same story  **Begin to evaluate** the usefulness of evidence |
| **Y3/4**  **Year B**  **BY THE END OF THE LENT TERM UNIT**  **CST Principle:**  **Promot-ing Peace** | **Britain’s settlement by Anglo-Saxons focusing on Anglo Saxon invasion and settlement**  ·1. To know how to place the British Settlement by the Anglo– Saxons on a timeline  · The Anglo-Saxons invaded Britain from AD410-1066.  · The Anglo– Saxons originally came to this country by invitations from the Britons to help fight the Picts and the Scots;  they also came as invaders because they thought that Britons were weak without the Romans around  They also came to settle peacefully to farm as their homeland often flooded  ·2. To know that the Anglo Saxons settled in Kent, East Anglia, parts of Essex, Sussex and Middlesex.  · The Anglo-Saxon Kingdoms are; Northumbria, East Anglia, Wessex, Sussex, Kent and Essex. To know how to place these areas on a map  3. To know that some of the names of our villages and towns today have Anglo-Saxon origin for example:  - places that end in ‘ham’ – which means ‘village’ (Nottingham)  - places that end in ‘ford’ – which means ‘river crossing’ (Oxford)  -places that end in ‘ton’ – which means farm with buildings (Balderton)  4.To know that Anglo Saxons preferred to live in small villages rather than large towns and cities like the Romans had  An Anglo Saxon village usually had a large hall where the chief of the village lived  Villages were normally surrounded by ploughed fields that were used for growing crops | **Anglo-Saxons**—a group of people who came from a range of different countries in Europe who settled in Britain; **Inhabitants**—a person or people who live in or occupy a place;  **Invasion**— the movement of a large group of people or army into another place, usually as part of war or conflict; **Settlement**—a place where people stay and build a community;  **Kingdom**—a country, state or territory ruled by a king or queen;  I**nflux**—the arrival of a large group of people or things;  **Troops**—soldiers or armed forces. |

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| **Y5/6**  **Year A**  **BY THE END OF THE LENT TERM UNIT**  **CST Principle:**  **Subsidiarity**  **Participation** | **Ancient Greece – democracy**   1. To know that the Ancient Greek era was between 776BC – 146BC 2. To know that Ancient Greece was not a country. It was made up of city-states. Two of these city-states were Athens and Sparta.   Each city-state had its own government, laws and army.   1. To know that the Ancient Greeks introduced the system of democracy and their system of politics influenced our own systems in the modern world. 2. To know that Ancient Greek ideas have influenced many things in our culture today, including the Olympic Games. | **Democracy:** a form of government where citizens have a say in how they are ruled.  **City-state:** a city that with its surrounding territory forms an independent state.  **Ancient:** belonging to the very distant past and no longer in existence.  **Civilisation:** the society, culture, and way of life of a particular area.  **Empire:** an extensive group of states or countries ruled over by a single monarch or a sovereign state.  **Legacy:** something left or handed down by a predecessor. | **Know and sequence** current study on timeline Place other studies on timeline and **compare** to current  **Relate and compare current studies to previous studies Compare** different eras and lives of others in the past **Examine causes and results** of events and **impact on people Compare and describe**  aspects of people’s lives in current and other study **Explain reasons, causes and effects of events Use key dates and terms Compare accounts** of events  **Offer reasons** for different versions  Identify primary and secondary sources **Select relevant information**  Use range of sources of evidence |
| **Y5/6**  **Year B**  **BY THE END OF THE LENT TERM UNIT** | **A Non-European Society**   1. To know that the Mayan people were people who lived in the forests of Central America.   The Mayan civilisation was at its height from around 250 until 900bce.   1. To know that the Maya established powerful city-states   The city states were characterised by huge monumental buildings and sculptures. Although the Maya were able to use metal, they preferred to carve into stone.  They built elaborate temples, steeped pyramids, observatories and palace complexes. They were very detailed with artistic designs   * 1. To know that Maya society was formed of many different city states, each with their own ruler. The king and royal family were believed to be closely related to the gods. It was the job of the rulers to keep the gods happy and to represent them in the human world. Rulers lived in the finest Maya buildings  1. To know that around 900CE, Maya cities became abandoned. No one knows for sure why this happened   (Ancient Mayan art influence to be studied during linked art – painting unit) | **Elite:** In Mayan society, the superior class of people that were second in importance only to the king  **Dynasty**: A series of rulers or leaders who are all from the same family, or period when a country is ruled by them  **City-State:** A self-governing, independent state consisting of a city and the surrounding area  **CE**: ‘Common Era’. Used to signify years since the believed birth of Jesus  **Hieroglyphics**: A system of writing using pictures not words  **Kingdom:** A place ruled by a king, queen or important person  **Prediction:** A statement about what you think will happen in the future.  **Temple:** A building used for the worship of a god or gods in some religions  **Tomb:** A large stone structure or underground room where someone, especially important person, is buried  **Worship:** To have or show a strong feeling of respect and admiration for God or a god  **Artefact:** An object that is made by a person, such as a tool or a decoration, especially  one that is of historical interest. |

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| **PENTECOST TERM HISTORY UNITS - ‘OUR LOCALITY, OUR WORLD’ TOPICS** | | | |
| **YEAR** | **KEY KNOWLEDGE** | **KEY VOCABULARY** | **KEY SKILLS** |
| **F2**  **Year B**  **BY THE END OF THE PENTECOST TERM UNIT** | To know about St. George’s Day - St George's Day is on 23rd April every year. He was born in a place called Cappadocia. Saint George is the patron saint of England.  Saint George was a Roman soldier | * St George * Roman Soldier * Patron Saint of England |  |
| **Y1/2**  **Year A**  **BY THE END OF THE PENTECOST TERM UNIT**  **CST Principle:**  **The Common Good** | **To learn about significant** historical events**, people and places in the locality**  **Newark Castle**  1.To know that Newark Castle was first built in 1070; and place this on a timeline; to know that this was a very long time ago, (and Y2s, even longer ago than the Great Fire of London)  - To know that the Castle was built to protect the area from invaders  2.To know what a motte and bailey castle looks like:   * The motte is the high mound on top of which the keep is built * The moat – water which surround the keep and separates the motte from the bailey. This was used to protect from invaders * The bailey – the lower area of the castle * The keep – the top part of the castle built on the motte * The drawbridge to separate the motte from the bailey and keep invaders out * On top of the castle walls are battlements * Soldiers could shoot arrows through the arrow slits without being seen   3. To know that Newark castle was first built as a wooden motte and bailey castle  4.To know that the original castle was rebuilt in 1135 by Bishop Alexander of Lincoln, in stone to give better protection and somewhere for him to live; to know that the castle has been restored several time since then | * Motte and bailey * Castle * Battlements * Arrow slits * Rebuilt * Protect * Defence * Moat * Drawbridge * Turret * Tower * Newark * Bishop Alexander | Sequence events in their life  **Sequence 3 or 4** artefacts from different period of time  **Explain the differences**  **Match objects** to people of different ages  Sequence artefacts closer together in time  Sequence photos from different periods in their life  **Describe** memories of key events in their lives  **Compare** pictures or photos of people / events in the past |
| **Y1/2**  **Year B**  **BY THE END OF THE PENTECOST TERM UNIT**  **CST Principle: The Common Good** | **To learn about significant historical events, people and places in the locality**  **Newark Market**   1. **To know that Newark is a market town and that a market is where people sell produce from stalls outside**, to know that the market place is in the town centre in Newark; to know how to identify and describe Newark Market.   -To know that Newark’s market is one of the oldest markets in the UK  -To know that Newark was the first ever town in the country to hold a market on a Wednesday and Saturday   1. **To know that there has been a market in Newark ever since the 12th century**; place this on a timeline and (Y2s know that this was around the same time as the castle was rebuilt in stone)  * To know that it was Bishop Alexander of Lincoln who first allowed the market to open (Y2s to know that it was also Bishop Alexander who had the Castle re-built in stone)  1. **To know that it was first set up as a centre for trade and social gatherings**. Wool and cloth were traded at the market, and people would come from smaller villages to buy and trade items 2. **To know that today regular stall holders sell a variety of goods:** such asfruit and vegetables, cut flowers and plants, clothes, leather goods, bread and cakes, fresh fish, pet foods, crafts, meat, fabrics, watches and watch batteries/repairs, books and carpets. | * Market * Market Town * Produce * Outdoor * Bishop Alexander * Wool * Trade * Villages * Towns   **Background Teacher Subject Knowledge:**  To know that Newark was the first ever town in the country to hold a market on a Wednesday as well as a Saturday, but now it is held every day apart from Tuesdays and Sundays | Sequence events in their life  **Sequence 3 or 4** artefacts from different period of time  **Explain the differences**  **Match objects** to people of different ages  Sequence artefacts closer together in time  Sequence photos from different periods in their life  **Describe** memories of key events in their lives  **Compare** pictures or photos of people / events in the past |
| **Y3/4**  **Year B**  **BY THE END OF THE PENTECOST TERM UNIT** | **A local history study – a study of an aspect of a site dating from a period beyond 1066 that is significant in the locality – the Civil War**   1. To know that the Civil War took place between 1642 and 1651; and place this on a timeline   To know that the Civil War took place between roundheads, who supported the government and the cavaliers who supported King Charles 1  To know that Newark was a cavalier town who supported the King   1. To know that Newark was an important place to both sides because two important roads ran through Newark that both armies needed. These were called Fosse Way and Great North way.   To know that Newark suffered 3 sieges during the Civil War. The first siege was in 1643 and lasted a day and a half. This siege took place by the roundheads, but they did not succeed and the roundheads was forced to retreat.   1. To know that the second siege was in 1644 and lasted a month. The roundheads came back. This time well led with a larger army and canons. They bombarded Newark but they failed because the king’s nephew led another army to defend Newark; so the roundheads once again surrendered 2. To know that third siege was from 1645-1646 and lasted 6 months. This time the cavaliers were losing the war; Newark was one of the last towns to be able to defend itself against the roundheads because of the Sconces (in Sconce Park) which were star shaped forts and were very strong, (Sconce Hills) making it difficult for the enemy to fight. However, 17000 roundhead soldiers surrounded Newark for 6 months; which led to hunger, an outbreak of disease and a cold winter which killed many people. As a result of this, the king surrendered and the town of Newark surrendered and the roundheads won. 3. Visit to the Civil War Centre | **Royalists-** A supporter of the King against Parliament in the English Civil War**.**  **Parliamentarians-** A supporter of Parliament in the English Civil War.  **Siege-** A military operation in which enemy forces surround a town or building.  **Plague**  **Musket-** A long gun with a smooth bore that soldiers shot from the shoulder.  **New Model Army-** A new roundhead army made in 1644.  **Battle-** A sustained fight between armed forces.  **Conflict-** A serious disagreement or argument. | **Locate** the period of time  **Locate** events  **Identify and sequence** events and artefacts Begin to use **dates**  **Understand terms** AD/BC **Compare lives** of others in period with lives today **Identify reasons and results** of people’s actions **Understand why** someone might have wanted to do something  **Compare** versions of the same story  **Begin to evaluate** the usefulness of evidence |
| **Y5/6 Year A**  **BY THE END OF THE PENTECOST TERM UNIT**  **CST Principle: Promoting Peace** | **A significant turning point in British History:**  **The Battle of Britain**   1. To know that WW2 took place between 1939 – 1945 and place this on a timeline   WW2 was fought between the Allied forces (including Britain, France & America) and the Axis Forces (including Germany, Italy & Japan)   * 1. To know that the Battle of Britain was the turning point in WW2 – it took place between 10 July 1940 – 31 October 1940   On September 7th, 1940 Germany launched a large bombing attack on the city of London called the Blitz. It lasted for eight months.  The Battle of Britain was a military campaign of WW2, in which the RAF defended the UK against large-scale attacks by Nazi Germany's air force, the Luftwaffe.  4.To know that the main aircraft used by the RAF was the Spitfire. The German air forces used an aeroplane called the Messerschmitt. The planes fought against each other in battles known as ‘dogfights’  The Luftwaffe had a distinct advantage over the RAF with 2600 aircraft against Britain's 640  5.To know that the RAF managed to overcome the German Luftwaffe because of their skilled pilots and determination. Britain also managed to keep manufacturing aircraft to continue fighting throughout the war. | **aeroplane:** a powered flying machine with fixed wings  **aviation:** the world of aircraft and air travel  **Air-raid:** An attack by enemy planes dropping bombs.  **Allies:** Countries (including Britain, France, the Soviet Union and the USA) who fought the Axis Powers.  **Axis Powers:** Germany, Japan, Italy and other countries that fought against the Allies.  **Blackout:** A wartime ban on streetlights and other lights at night, to reduce the risk of bombing by enemy planes.  **Blitz:** A prolonged period of German air raids on Britain. From the German ‘blitzkrieg’ which means ‘lightning war’.  **Invasion:** When an army or country uses force to enter and take control of another country or area.  Liberated Freed from enemy control.  **Luftwaffe:** The German air force during the war.  **Occupied:** Taken over by enemy forces.  **Spitfire:** A British aircraft, particularly used during the Battle of Britain and known for its speed and agility. | **Know and sequence** current study on timeline  Place other studies on timeline and **compare** to current  **Relate and compare current studies to previous studies**  **Compare** different eras and lives of others in the past  **Examine causes and results** of events and **impact on people**  **Compare and describe** aspects of people’s lives in current and other study  **Explain reasons, causes and effects of events**  **Use key dates and terms**  **Compare accounts** of events  **Offer reasons** for different versions  Identify primary and secondary sources  **Select relevant information**  Use range of sources of evidence |
| **Y5/6**  **Year B**  **BY THE END OF THE PENTECOST TERM UNIT** | **Viking and Anglo-Saxon struggle for the Kingdom of England: Viking raids and invasions**   1. To know that the Viking age began 700AD; to know how to place this on a timeline   To know that the first Viking invasion of Britain took place in 793AD  To know that the Vikings came from three Scandinavian countries: Denmark, Sweden & Norway  The name ‘Viking’ means a ‘pirate raid’   1. To know that Vikings travelled the seas using longboats 2. To know that Vikings first raided monasteries on the coast of Britain (including Lindisfarne) to steal treasure and take slaves 3. To know that they eventually the Vikings decided to settle in Britain and made it their kingdom. 4. They settled in Britain because it had fertile farming land and they wanted to expand their empire. 5. To know that Jorvik was the northern Viking capital of England during the Dark Ages. Modern York stands on the same spot.   (Viking art & sculpture influence to be studied during linked art – sculpture unit) | **Pagan:** a person who believes in many Gods  **Plunder:** take loot during a raid, often causing damage at the same time  **Raid:** a surprise attack  **Longship:** a Viking ship with a sail and oars, also called a dragon-ship  **Trade:** sell items for money, or swap them for other items  **Treaty: a**n agreement made between two or more people, groups or countries  **Conquer:** to get something by force  **Settlement:** a place where people come to live and build homes  **Monastery: a** place used for prayer such as a church or chapel and staffed by monks | **Know and sequence** current study on timeline  Place other studies on timeline and **compare** to current  **Relate and compare current studies to previous studies**  **Compare** different eras and lives of others in the past  **Examine causes and results** of events and **impact on people**  **Compare and describe** aspects of people’s lives in current and other study  **Explain reasons, causes and effects of events**  **Use key dates and terms**  **Compare accounts** of events  **Offer reasons** for different versions  Identify primary and secondary sources  **Select relevant information**  Use range of sources of evidence |