



## Tonwell St Mary's School Curriculum Overview of Intent for History

### **Overall aims:**

We aim for all children to have knowledge of the chronology of British and World History and an understanding of how people's lives have shaped and influenced the way we live today. We aim for all children to ask questions about the past and utilise methods of historical enquiry. Our curriculum is designed to inspire children to think about the past and think and act as historians.

### **Our unique context:**

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for History in the following ways:

In the Early Years, we begin by looking at change during the lifetime of the child. The EYFS has a balance of pre-planned and pupil-led opportunities for learning about history. The focus is on comparing similarities and differences and encouraging enquiry.

Y1-6 is organised to allow a sense of chronology of knowledge, either within an area of study or across the year of the rolling programme.

Every year, we plan for repetition of skills and use of vocabulary. Where possible, children will revisit and build upon their knowledge.

In our history lessons, we aim to promote understanding of substantive (see examples for this in our knowledge ladder below) and disciplinary knowledge (see examples for this in our skills ladder below). As well as developing a breadth of historical knowledge, we want our children to become skillful historians. Each unit of work has an emphasis on historical enquiry, where children investigate historically framed questions whilst also developing historical enquiries of their own. Key historical concepts sit at the core of our curriculum to ensure the defining characteristics of the subject are ever-present. We have identified a set of key historical concepts, that children will repeatedly revisit throughout their time at Tonwell. Our key concepts are: chronological, comparison, source, civilisation, empire, kingdom, society, parliament and peasantry (see examples for this in our key concepts map below). Wherever possible, we have a visit or visitors as part of each area of study and include planned opportunities for longer writing in medium term plans. October is Black History Month in the UK, where children learn about both current and historical individuals and the positive impact they have made to our society. Across the school, we celebrate the achievements of many famous people such as Martin Luther King (Oak), Rosa Parks (Pine) and Usain Bolt (Ash).

Our school's local history is explored through links to:

Victorian times (our school first opened in 1858)

Roman times (local Roman roads, Verulamium)

Black History (Abolition of Slavery and Quakers in Hertford)

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<b>EYFS Years A &amp; B</b>	<b>This is me.</b> What has happened to me since I was born?	<b>Celebrations.</b> Why do we have	<b>Ticket to Ride.</b> Where do I live? Where have I been?	<b>Come Outside.</b> How do things grow, decay and change over time?	<b>Traditional Tales.</b> How did people share stories in the past?	<b>When I Grow Up.</b> What were/are my parents/grandparents jobs?



	What could I do when I was a baby? What can I do now?	firework night? Why do we wear poppies?	Where might people have been in the past? What transport do we use now and what did people use in the past?			What was different about the emergency services in the past? What have I achieved this year?
	Past, same, different, now, then, days, weeks, years, change	Past, history, now, then, King, hero, villain, important, ruler, past history, parliament, government, treason, war, remember	Transport, past, then, now, how, where, travel, same, different.			Past, history, now, then, similarity, difference, jobs.
	<ul style="list-style-type: none"><li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>					
<b>KS1 Year A</b>	How did Florence Nightingale and Mary Seacole change hospitals in the past?	How did people clean their houses in the past with no electricity? – (Victorian homes and houses)	Did Earnest Shackleton manage to travel to the South Pole?			Why did people use bathing machines at the seaside in the past? – (Victorian holidays)



	Similarities, differences, significant, history, sources, evidence, eye witness, past, present, before, after, decades, centuries, dates, infection, Crimean War, patient, Red cross, injured, nurse, germs, medicine, Scutari hospital, Turkey, ward, wounded, significant figure, past	Historical enquiry, source of evidence, similarities, differences, change Victorian times, Queen Victoria, 1800s, nineteenth century, artefact, old, new, past, significant figure	Historical enquiry, source of evidence expedition, explorer, navigation, map, discover, achievement, globe, south pole, leadership, significant figure, past			Historical enquiry, source of evidence, similarities, differences, change recent past, twentieth century, fact, fiction, research, modern, infer, Victorian times, chronological order, etiquette, Victorian values, differences.
KS1 Year B		What made Grace Darling so brave? How did Grace Darling save people when she was just a young child?	Why did the Great Fire of London spread so quickly? Why do we call the Great fire of London 'great'?	Who was Queen Victoria and what do we remember her for? When was the first castle built and why?		When did the first spacecraft orbit the Earth? What is the international space station?
		century, source, evidence,	Similarities, differences, changes,	Source, evidence, King, queen, monarch, reign,		Source, evidence, recent past, twentieth century,



		similarities, differences, significant, history, eye witness, past, present, before, after, decades, centuries, dates, rescue, survivor. significant figure, past	significant, history, sources, evidence, eye witness, diary, cause, event, past	invasion, centuries, evidence, Norman, Motte, Bailey, palisade, Windsor Castle, significant figure		fact, fiction, research, modern, infer, chronological order, image, photograph, astronaut, Apollo 11, moonwalk, significant figure, past
KS2 Year A	Which age had the most important advancements / changes / achievements – Stone Age, Bronze Age or Iron Age?		Why did King Alfred the Great have this title and did he deserve it? (The Anglo-Saxons)		Were the Vikings raiders or traders/settlers? Why are there differing views on the Vikings?	
	archaeologist, historical enquiry, source of evidence, infer, change, similarities, differences, cause, excavation, pre-history, Neolithic, Palaeolithic, Mesolithic, agriculture, tribe, evolve, artefact, hunter-gatherer, nomadic civilization, culture, leisure activities, clothes, way of life, actions, buildings, evidence, question, timeline, chronological order, dates		historical enquiry, source of evidence, change, cause, invasion, settle, manuscript, Old English, excavate, preserved, deduce, site, trench, Bayeux Tapestry, bronze, cremation-pot, East Anglia, Mercia, Offa's Dyke, runes, St Bees, Sutton Hoo, jewellery, Wessex, round house, significant figure		historical enquiry, source of evidence, change, similarities, difference, cause, continuity, journey, migration, invader, settler, explorer, voyage, fact, opinion, interpret, legacy, impact, Dane law, runes, old Norse, hoard, word-hoard, wapentake, settlement, Jorvik, berserker, Scandinavia, colonize, Dane geld, raid, Gods, jarls, thralls, karls, trade,	



KS2 Year B	How did the Romans change Britain? What do you think was the most significant change?		What is the Windrush? How did the people of the wind rush impact British society?
	Citizen, empire, archaeology , source of evidence, change, continuity, infer, interpret, legacy, impact, army, roads, mythology, Gods, temple, Casear, colleseum gladiator, baths, senate, Rome, significant figure		
KS2 Year C	How were Egyptians mummified and how do we know?	What problems did the Mayans face that could explain their decline?	What do you think has been the most significant legacy of the Ancient Greeks and why?
	Archaeologist, historical enquiry, ancient, source of evidence, infer, civilisation, society, mummification, excavation, hierarchy, hieroglyph, canopic jar, pyramid, Tutankhamun, , pharaoh, Nile, afterlife, sarcophagus, Anubus, Howard Carter, significant figure	Source of evidence, change, cause, social, economic, cultural, political, civilisation, conclusion, nobles, creation, sacrifice, agriculture, astronomy, calendar, Ahahu, astrology, Barcabs, Batab, Birth chart, Cacao, Ceiba, City-state, codex, drought, deforestation.	Historical enquiry, source of evidence, change, similarities , difference, continuity, City state, democracy, citizen, government, architecture, culture, empire, slaves, Olympic, marathon, myth, interpret, legacy, impact. Athens, Sparta, Homer, Hippocrates, architecture, column, slavery – link to Black and local history, significant figure.
KS2 Year D	What would it have been like to attend our school when it first opened in Victorian times?	Was it better to go to school or go to work in Victorian times?	What affect did World War 2 have on our local area?
	Contrasting, source of evidence, change, similarities , difference, interpret, legacy, impact, church	Historical enquiry, source of evidence, change, similarities , difference, Industry, factories, textile, chimney	Sources, evidence, change, similarities, difference, reliability, bias, memorial, civilian, conscription, volunteer, evacuee,



	school, log book, diary, transform, duty, underprivileged, peasant, Victorian era, corporal / punishment, equality, chalk and slate,	sweeps, mines, street sellers, 1870 Education Act, school's pence, mandatory, significant figure William Forster.	blitz, propaganda, commemorate, symbolism, rationing, Jewish, Holocaust, Allies, prejudice, invade, reserved occupation, significant figure, Hertfordshire Regiment, Alfred Burt.
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### History Skills Ladder

The purpose of the skills ladder is to break down the revisited objectives to show the expectation for each year group. This is not to limit what children can achieve but to give guidance to staff to support short term planning and implementation of the intent document.

<u>Year Group</u>	<u>Chronological Understanding</u>	<u>Knowledge and Interpretation</u>	<u>Historical Enquiry</u>
Nursery Reception	<ul style="list-style-type: none"><li>Remembers and talks about significant events in their own experience.</li><li>Talks about past and present events in their own life and in the lives of family members.</li><li>Puts up to 3 things in chronological order.</li></ul>	<ul style="list-style-type: none"><li>Knows some similarities and difference between things in the past and now – drawing on their experiences and what has been read in class.</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li><li>Give examples of things that are different in my life compared to my parents/grandparents.</li><li>Develop an understanding of growth, decay, and changes over time.</li><li>Talks about why things happen and how things work.</li></ul>	<ul style="list-style-type: none"><li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li><li>Ask and answer questions related to pictures/objects from the past and present.</li><li>Ask and answer questions related to how things were similar/different in the past.</li></ul>
Year 1	<ul style="list-style-type: none"><li>Recognise that a story that is read to them may have happened a long time ago</li></ul>	<ul style="list-style-type: none"><li>Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</li></ul>	<ul style="list-style-type: none"><li>Answer questions using a range of artefacts/ photographs provided</li></ul>



	<ul style="list-style-type: none"><li>• Understand that some objects belonged to the past</li><li>• Retell a familiar story set in the past. Explain how they have changed since they were born</li></ul>	<ul style="list-style-type: none"><li>• Understand that we have a queen who rules us and that Britain has had a king or queen for many years</li><li>• Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later</li><li>• Explain what is meant by a parliament</li></ul>	<ul style="list-style-type: none"><li>• Find out more about a famous person from the past and carry out some research on him or her</li><li>• Find out something about the past by talking to an older person</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Use words and phrases like: before I was born, when I was younger</li><li>• Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning</li><li>• Use the words past and present correctly</li><li>• Use a range of appropriate words and phrases to describe the past</li><li>• Sequence a set of events in chronological order and give reasons for their order</li></ul>	<ul style="list-style-type: none"><li>• Explain how my local area was different in the past</li><li>• Recount some interesting facts from an historical event, such as where the fire of London started</li><li>• Explain why Britain has a special history by naming some famous events and some famous people</li><li>• Explain why someone in the past acted in the way they did</li></ul>	<ul style="list-style-type: none"><li>• Answer questions by using a specific source, such as an information book Research the life of a famous Briton from the past using different resources to help them</li><li>• Research about a famous event that happens in Britain and why it has been happening for some time</li><li>• Research the life of someone who used to live in their area using the Internet and other sources to find out about them</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Describe events and periods using the words: BC, AD and decade</li><li>• Describe events from the past using dates when things happened</li><li>• Use a timeline within a specific time in history to set out the order things may have happened</li></ul>	<ul style="list-style-type: none"><li>• Appreciate that the early Brits would not have communicated as we do or have eaten as we do</li><li>• Begin to picture what life would have been like for the early settlers</li><li>• Suggest why certain events happened as they did in history</li></ul>	<ul style="list-style-type: none"><li>• Recognise the part that archaeologists have had in helping us understand more about what happened in the past</li><li>• Use various sources of evidence to answer questions</li><li>• Research a specific event from the past then write about this</li></ul>



	<ul style="list-style-type: none"><li>• Use my mathematical knowledge to work out how long-ago events in recent and local history would have happened</li></ul>		
Year 4	<ul style="list-style-type: none"><li>• Plot recent history on a timeline using centuries</li><li>• Place periods of history on a timeline showing periods of time</li><li>• Use my mathematical skills to work exact time scales and differences as need be</li><li>• Use dates and historical language in my work</li><li>• Begin to build up a picture of what main events happened in Britain/ the world during different centuries</li></ul>	<ul style="list-style-type: none"><li>• Explain how events from the past have helped shape our lives</li><li>• Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences</li><li>• Explain how people who lived in the past cooked and travelled differently and used different weapons from ours</li><li>• Recognise that the lives of wealthy people were very different from those of poor people</li><li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li><li>• Begin to appreciate that how we make decisions has been through a Parliament for some time</li></ul>	<ul style="list-style-type: none"><li>• Research more than one version of an event and say how they differ</li><li>• Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li><li>• Give more than one reason to support an historical argument</li><li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Use dates and historical language in my work</li><li>• Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc</li></ul>	<ul style="list-style-type: none"><li>• Describe historical events from the different period/s they are studying/have studied</li><li>• Make comparisons between historical periods; explaining things that have changed and</li></ul>	<ul style="list-style-type: none"><li>• Test out a hypothesis in order to answer a question</li><li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li></ul>





	<ul style="list-style-type: none"><li>• Place features of historical events and people from past societies and periods in a chronological framework</li><li>• Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc</li></ul>	<p>things which have stayed the same</p> <ul style="list-style-type: none"><li>• Begin to appreciate that how we make decisions has been through a Parliament for some time</li><li>• Appreciate that significant events in history have helped shape the country we have today</li><li>• Gain a good understanding as to how crime and punishment has changes over the years</li></ul>	<ul style="list-style-type: none"><li>• Give more than one reason to support an historical argument</li><li>• Identify and explain my understanding of propaganda</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Say where a period of history fits on a timeline</li><li>• Place a specific event on a timeline by decade</li><li>• Place features of historical events and people from past societies and periods in a chronological framework</li><li>• Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</li></ul>	<ul style="list-style-type: none"><li>• Summarise the main events from a specific period in history, explaining the order in which key events happened</li><li>• Summarise how Britain has had a major influence on world history</li><li>• Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</li><li>• Describe features of historical events and people from past societies and periods they have studied</li><li>• Recognise and describe differences and similarities/ changes and continuity between different periods of history</li></ul>	<ul style="list-style-type: none"><li>• Look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint Identify and explain my understanding of propaganda</li><li>• Describe a key event from Britain's past using a range of evidence from different sources</li><li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out</li></ul>



## History Knowledge Ladder

	EYFS	Years 1/2	Years 3/4	Years 5/6
<b>What has happened to me since I was born?</b> <b>What is my family history?</b>	Know that I can do things now that I could not do before. Know that we start our lives as babies and grow up to be children, teenagers, adults and elderly. Know and talk about my own and my family history, e.g. where I went to school before Tonwell, where I have lived, if I have siblings and when they came along.			
<b>Why do we have firework night?</b> <b>Why do we wear poppies?</b>	Know that we have Fireworks night because of Guy Fawkes. Know that Guy Fawkes tried to hurt the King but failed. Know that people celebrated by lighting bonfires and setting off fireworks.			



	<p>Know that people wear poppies to remember soldiers.</p> <p>Know that poppies grew in the fields at the end of the war.</p>			
<p><b>Where did my parents/carers/grandparents go on holiday in the past?</b></p> <p><b>What jobs did people do in the past? How are they different to jobs now?</b></p>	<p>Know that in the past my parents/carers/grandparents might have gone to different places on holiday.</p> <p>Know that in the past there were different types of transport (link to ticket to ride topic).</p> <p>Know that people did different jobs in the past.</p> <p>Know that jobs have changed over time, e.g. the introduction of technology in the police, new medicine in hospitals,</p>			
<p><b>How did Florence Nightingale and Mary Seacole change hospitals in the past?</b></p>		<p>Know that Florence Nightingale was a famous British nurse who lived from 1820-1910.</p> <p>Know that Florence Nightingale campaigned for better hospital conditions for the wounded soldiers in the Crimean War.</p> <p>Know that during the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the</p>	<p>Know that women were not highly regarded in the medical profession at the time and this has changed over time.</p> <p>Know that during the Victorian period, all men were expected to serve in the British army for a fixed number of years. They were needed to support and protect the British Empire.</p> <p>Know that the Crimean War took place between October 1853 and 1st February</p>	



		<p>soldiers had what they needed.</p> <p>Know that Mary Seacole was born in 1805 in Jamaica to a Scottish soldier and a Jamaican nurse and healer.</p> <p>Know that 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.</p> <p>Know that Mary was known amongst the soldiers as 'Mother Seacole' owing to her bravery.</p>	<p>1856. Britain, France and Turkey were fighting against Russia over an area of land called the Crimean Peninsula, beside the Black Sea.</p>	
<p><b>Did Earnest Shackleton manage to travel to the South Pole?</b></p>		<p>Know that Ernest Henry Shackleton was an explorer who is famous for ensuring that his whole crew survived after his ship got stuck in the ice around Antarctica.</p> <p>Know he was born on 15th February 1874 in the time of Queen Victoria.</p> <p>Know that he wanted to be the first person to reach the South Pole and went to Antarctica twice before being beaten to the Pole.</p> <p>Know the ship he sailed to Antarctica in was called the Endurance.</p>	<p>Know that Shackleton left on a boat to get help for his men, with 5 other volunteers. They spent 16 days crossing 1,300 km of dangerous ocean to reach the island of South Georgia, then trekked across the island to reach a whaling station to get help.</p>	



		Know that in January 1915 the Endurance became trapped in the ice.		
How did people clean their houses in the past with no electricity? – (Victorian homes and houses)		<p>Know that the Victorians were people who lived in the United Kingdom a long time ago. They got their name because the Queen at that time was called Victoria.</p> <p>Know that Victorian houses were heated with fires, so Victorian houses had chimneys. They didn't have garages because there weren't any cars.</p> <p>Know that richer Victorians lived in much bigger houses. They had lots of rooms, sometimes even having rooms in the attic for servants to sleep in.</p> <p>Know that the Victorians (or their servants if they were rich) cooked on a range. This is also how water was heated, as there wasn't hot water from a tap in Victorian homes. A range was powered by coal.</p> <p>Know that candles were a main way of lighting houses, as were lamps that used paraffin or gas.</p> <p>Know the names of some household objects from long</p>	Know that many people moved to towns and cities to work in factories so lots of new houses were needed during Victorian times. Rows and rows of back-to-back terraced houses were built.	



		ago e.g. carpet beater, mangle.		
<b>Why did people use bathing machines in the past? (Victorian holidays)</b>		<p>Know that railways were being built right around Britain during the Victorian time that meant people could travel to the seaside more.</p> <p>Know there are differences between seaside holidays 100 years ago, 50 years ago and today e.g. different clothes and different entertainment.</p> <p>Know that bathing machines were used by Victorians so that they could change in private before going into the sea.</p> <p>Know that bucket and spades would be very heavy to carry. They were made from metal, tin and wood.</p> <p>Know that people would watch Punch and Judy shows and walk along the promenade to watch a show, hear a band or sit and rest.</p>	<p>Know that holidays in the past were nearly always health related. Seawater was considered to have a beneficial effect on health and cure diseases.</p>	
<b>What made Grace Darling so brave? How did Grace Darling save people when she was just a young child?</b>		<p>Know that Grace Darling was the daughter of a lighthouse keeper.</p> <p>Know that in the early hours of 7th September 1838 there was a storm and Grace</p>	<p>Know that the RNLI (Royal National Lifeboat Institution) are the charity that save lives at sea and was founded in 1824.</p>	



		<p>saw a ship stuck on some rocks.</p> <p>Know that Grace and her father rowed out to the rocks to rescue the survivors.</p> <p>Know that Grace and her father had to make 2 trips but eventually rescued 4 passengers and 5 members of the crew.</p> <p>Know that Grace Darling became a notational heroine for her role in the rescue.</p> <p>Know that Grace received a letter and £50 as a reward for her bravery from the then monarch, Queen Victoria.</p>		
<p>Why did the Great Fire of London spread so quickly? Why do we call the Great fire of London 'great'?</p>		<p>Know that The Great Fire of London occurred centuries before the eras previously studied.</p> <p>Know that The Great Fire of London started at Pudding Lane in Thomas Farryner's Bakery.</p> <p>To identify which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles.</p> <p>Know the extent of the damage caused and its</p>	<p>Know that King Charles II ruled from 1660-1685 and was king during the Great Fire of London. He gave rewards to people who tried to stop the fire.</p> <p>Know that St Paul's Cathedral was a large church rebuilt after the fire by Sir Christopher Wren.</p>	



		<p>impact on London and how current technology and resources would prevent this in a modern context.</p> <p>Know key historical facts and dates (2nd September 1666 and lasted for five days).</p>		
<p><b>Who was Queen Victoria and what do we remember her for?</b></p> <p><b>When was the first castle built and why?</b></p>		<p>Know that Queen Victoria was born on 24<sup>th</sup> May 1819. Know that she became queen in 1837 when she was 18 years old.</p> <p>Know that Queen Victoria married her cousin Albert. They had 9 children.</p> <p>Know that Queen Victoria died in 1901 when she was 81 years old.</p> <p>Know that a castle is a large strong building, built in the past by a ruler or important person to protect the people inside from attack.</p> <p>Know that castles were often built on hilltops or surrounded by water to make them easier to defend.</p> <p>Know that The Normans (1066 - 1215) built the first castles. William the Conqueror, the leader of the Normans, built huge stone keep castles.</p>	<p>Know famous kings and queens that came before and after Queen Victoria.</p> <p>Know that the Normans were the next group of people to rule England after the Anglo-Saxons. They built some of our most well-known castles, such as Windsor Castle and the Tower of London.</p> <p>Know that the Normans came from northern France, and invaded England in 1066 after King Edward the Confessor died without leaving an heir to the throne. They eventually defeated the Anglo-Saxons at the Battle of Hastings in October 1066, when King Harold II was killed.</p>	





		<p>Know that castles were built to last a long time and many can still be seen today.</p> <p>Know that castles often had a moat, drawbridge, portcullis, thick walls with battlements, arrow loops, murder holes, towers and turrets.</p>		
<p><b>When did the first spacecraft orbit the Earth?</b></p> <p><b>What is the international space station?</b></p>		<p>Know the Moon landing refers to the first time a human walked on the moon. It took place on July 20, 1969 and the astronauts were Neil Armstrong and Buzz Aldrin. They were American.</p> <p>Know that Neil Armstrong famously said, "One small step for man, one giant step for mankind."</p> <p>Know the Moon landing was a result of the 'Space Race' between the USA and the USSR.</p> <p>Know the events of the Moon Landing in 1969 and the chronology of what happened.</p> <p>Know that key female figures had major achievements during Apollo 11 and throughout the history of exploration (these include Katherine</p>	<p>Know that The Space Race was a competition of space exploration between the Soviet Union (now Russia) and the United States, which lasted from 1955 to 1969.</p> <p>Know that The International Space Station is a large spacecraft. It orbits around Earth. It is a home where astronauts live. The first piece of the International Space Station was launched in 1998. NASA and its partners around the world finished the space station in 2011.</p>	



		Johnson, Valentina Tereshkova, Mae Jemison, Helen Sharman, Christina Koch and Jessica Meir).		
<b>Which age had the most important advancements / changes / achievements – Stone Age, Bronze Age or Iron Age?</b>		Know some basic facts about how people lived, including: tools and weapons, farming beliefs and religions Know that stone, bronze and iron are materials and these were used for tools and weapons Know that cave paintings help us to learn about the past and how people lived	Know basic facts about how people lived including: food and farming, tools and weapons and beliefs and religions Know the terms stone/bronze/iron age and know that the age is named after the main material used for tools and weapons Know why Skara Brae, Stone Henge and Maiden Castle are significant sites and what has been learned from them Know that cave paintings are a source of historical evidence and why they are important to historians	Understand the terms BC/AD/pre-history Know and understand the words: homo sapien, settlement, nomad, tribe, roundhouse, agriculture, hunter gatherer, archaeologist, source of evidence Know the key differences and advancements between each age and be able to make comparisons.
<b>Why did King Alfred the Great have this title and did he deserve it? (The Anglo-Saxons)</b>		Know some basic facts about how people lived, including: tools and weapons, farming beliefs and religions Know that there were important rulers such as Athelstan and King Alfred the Great and some important changes he made	Know that the Romans left Britain in 410 due to defend their home country - Italy. The Anglo-Saxons came from Denmark, Netherlands and northern Germany across the North Sea in wooden boats. They conquered most of England. Know basic facts about how people lived including: food and farming, homes, leisure and beliefs.	Know and understand the words: angles, jutes, romans, saxons, migration, settlement, thatch, wattle and daub, pagan, peasant Know key differences and advancements that this period of history achieved and make comparisons between this and the stone/iron/bronze age



			Know the names of significant rulers, including Athelstan and King Alfred the Great and important changes he made to military/education Know that England was divided into different parts called kingdoms Make comparisons between Anglo-Saxon and modern life	
<b>Were the Vikings raiders or traders/settlers? Why are there differing views on the Vikings?</b>		Know some basic facts about how people lived including: family life, homes, clothing, weaponry, farming and religion Know some basic facts about the Viking invasion of Britain and describe longships With support, make some comparisons between Viking life to modern life	Know basic facts about how people lived including: family life, homes, clothing, weaponry, farming and religion Know basic facts about the Viking invasion of Britain and describe longships Compare Viking life to modern life	Know and understand the words: invader, settler, trader, raid, chieftain, Danelaw, thatch, longship, rune, monastery Know that there are different views on the Vikings and explain why people might think this Know key changes made by Viking rule including: language, laws, Tynwald parliament Compare Viking life to periods studied over the year and explain their chronology
<b>How did the Romans change Britain? What do you think was the most significant change?</b>			Know basic facts about how people lived including: daily life, leisure, buildings, language, religion, gods, the army	Know some examples of the Roman legacy roads, language, religion Know and understand the words: emperor, soldier, gladiator, slave, conquer, legion, army, colosseum,



			<p>Know that Rome is in Italy and that the Roman empire included many countries</p> <p>Know about significant people Julius Caesar/Boudica</p> <p>Know about local primary sources of evidence e.g. St Albans, mosaics, Welwyn Roman baths, Roman road near High Cross/Sacombe</p>	<p>amphitheatre, empire, citizen, archaeologist, source of evidence</p> <p>Know the difference between a kingdom and an empire and name some countries in the Roman empire</p> <p>Know the significance of Roman period in our local area and its legacy and explain own opinion about what is most significant</p>
<p>What is the Windrush? How did the people of the wind rush impact British society?</p>			<p>Know the basic story of the Empire Windrush</p> <p>Know some difficulties faced in post-war Britain</p> <p>Know how people coming to England were treated</p> <p>Know some information from personal recounts (including Floella Benjamin's Coming to England)</p> <p>Know the positive difference the windrush generation brought to Britain and the impact on society and views in modern times</p> <p>Know some aspects of West Indian culture</p>	<p>Know and understand the words: Empire Windrush, colony, migrant, immigrant, opportunity, West Indian, nationality, Commonwealth, citizen, discrimination, racism, society</p> <p>Know how the windrush generation's migration has shaped British culture and society</p>
<p>How were Egyptians mummified and how do we know?</p>			<p>Know basic facts about how people lived including: faring and food, religion and pyramids, hierarchy and society</p>	<p>Know and understand the words: afterlife, canopic jar, dynasty, mummification, hieroglyphs, Rosetta Stone, pyramid, pharaoh,</p>



			<p>Know key sources of evidence from pyramids and the significance of Howard Carter</p> <p>Know about significant people Cleopatra and Tutankhamun</p> <p>Make comparisons between Egyptian and modern life</p>	<p>sarcophagus, kingdom, papyrus, hierarchy, society, irrigation, preserve, scribes, civilisation</p> <p>Know the significance of the River Nile and how it impacted Egyptian life</p> <p>Know how sources of evidence are preserved (e.g. British Museum)</p>
<p>What problems did the Mayans face that could explain their decline?</p>			<p>Know basic facts about how people lived including: food and farming, maths/calendar and writing, city states and the hierarchy of society, religion</p> <p>Know some key sources of evidence Chichen Itza</p> <p>Know some problems the Mayans faced including: overpopulation, war and drought</p>	<p>Know and understand the words: civilisation, Mesoamerica, city states, calendar, sacrifice, dynasty, hieroglyphs, maize, temple, tomb, worship, society</p> <p>Make comparisons between Egyptian/Mayan and modern life</p> <p>Explain problems Mayans faced and suggest reasons for their decline (cause and effect)</p>
<p>What do you think has been the most significant legacy of the Ancient Greeks and why?</p>			<p>Know basic facts about how people lived including: food and farming, city state and the hierarchy of society, democracy, education, religion, home and architecture, leisure</p> <p>Know the origins of the Olympic Games and compare Ancient Greek games with modern times</p>	<p>Know and understand the following words: democracy, parliament, education, Mount Olympus, acropolis, city state, architecture, Parthenon, society, civilisation</p> <p>Know the significance of some key figures: Aesop, Aristotle, Plato, Socrates, Pythagoras</p>



			Know the importance of democracy in Ancient Greece and compare it to modern times Know about important evidence that exists in Greece today which helps us learn about the past e.g. buildings	Make comparisons between Ancient Greek life/Mayans/Egyptians Know ways that Ancient Greek life has impacted modern life and its legacy
What would it have been like to attend our school when it first opened in Victorian times?			Know our school's headteacher diary is a primary source of evidence and use extracts to learn about our school's past Know some ways that sources of evidence from the past are preserved and looked after (e.g. County Hall archives) Know basic facts about how people lived including: life for rich and poor children, work, school, technology Know why Queen Victoria is a significant person and her key achievements building on KS1 learning Revisit knowledge about Mary Seacole and Florence Nightingale from KS1 Make comparisons between Victorian and modern life	Know and understand the following words: monarch, reign, workhouse, factory, exhibition, empire, industrial revolution, coronation, class system, poverty, peasant, law, government Know how technological advancements impacted Victorian life including work Know how education developed during the Victorian period and the impact of significant individuals (e.g. Darwin, Bell, Brunel, Dickens, Pasteur, Lister, Beeton. Cook, Faraday) Know origins of the history of our church school Make comparisons between education and work in Victorian and modern life Understand some aspects the impact of the industrial
Was it better to go to school or go to work in Victorian times?				



				revolution on our modern lives
What affect did World War 1 or 2 have on our local area?			Know the main parts of the story of WW2 Know basic facts about how people lived including: evacuation, rationing, women at work/men in army, air raids and shelters Know about a range of sources including: documents, artefacts, posters, personal accounts, Anne Frank's diary Make comparisons between 1940s life and modern times Know some of their specific family/local history (e.g. war memorials in Hertford/Ware, bombing of Hertford)	Know and understand the following words: memorial, propaganda, prejudice, air raid shelter, blackout, allies, axis powers, liberate, military, invasion, rationing, occupied, Nazi Make links to learning about the Windrush Make comparisons between life in wartime and the global pandemic



## Key concepts map

Topics	Key concepts								
	chronological	comparison	source	civilisation	empire	kingdom	society	parliament	peasantry
Mary Seacole	✓	✓	✓		✓		✓		
Ernest Shackleton	✓	✓	✓						
Victorian homes	✓	✓	✓				✓		✓
Victorian holidays	✓	✓	✓				✓		
Grace Darling	✓	✓	✓						
Great Fire of London	✓	✓	✓					✓	✓
Castles	✓	✓	✓		✓	✓			✓
First spacecraft	✓	✓	✓				✓		
Stone Age, Bronze Age and Iron Age	✓	✓	✓						
King Alfred the Great	✓	✓	✓			✓			
Vikings	✓	✓	✓						✓





Romans	✓	✓	✓		✓				
Windrush	✓	✓	✓						✓
Egyptians	✓	✓	✓	✓		✓			✓
The Mayans	✓	✓	✓	✓	✓		✓		✓
Ancient Greeks	✓	✓	✓	✓			✓	✓	✓
Victorian schools	✓	✓	✓		✓		✓	✓	✓
Victorians	✓	✓	✓		✓		✓	✓	✓
World War 1 and 2	✓	✓	✓		✓		✓	✓	