

History at Antingham & Southrepps - We are Historians!

Our Curriculum Drivers:

Aspirations	To have high aspirations for my future and know all of the available opportunities open to me
Independence	To have the independence to be able to reach my full potential and take responsibility
Mental and Physical Health	To value my own self-worth to be the best I can be
Resilience	To have the courage to bounce back from failure or challenges and grow as an individual

At Antingham and Southrepps Primary School, history aims to inspire pupils' curiosity to know more about the past, developing knowledge and understanding of Britain's past and that of the wider world. Pupils should develop key skills including asking perceptive questions, thinking critically, weighting up evidence, sifting arguments and developing perspective and judgement. We use an enquiry based approach to explore the past and learn about key periods. Within our classrooms, we follow these rich lines of enquiry by answering big questions such as What is the lasting legacy of the Ancient Greeks? and How did the fire of London shape London's landscape? We always start a unit of work with a 'Golden Hello' and end with a 'Fab Finish', these give our learning meaning and purpose with clear outcomes. Studying history in this way inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world.

In our History curriculum, we have thought about key concepts that run through all units of learning. Our key concepts are:

1. chronology 2. Settlements 3. Legacy 4. Invasions

By carefully mapping these threads across units and revisiting them in different sequences of learning, we will help children gain a deeper historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; and between short- and long-term timescales.

The aims for implementation of our curriculum for History at A&S:

To ensure that all pupils:

- Know and understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have changed the nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspect of history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections, draw contrasts, analyse trends, pose historically-valid questions and create their own structured accounts, including written accounts and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales.

How we plan and teach History at A&S:

At A&S, history is taught in the Autumn and Summer terms where we focus on enabling children to think as and be historians. Teachers plan sequences of lessons across a unit that clearly build on and develop the children's knowledge and skills. We place an emphasis on the importance of chronology and using historical vocabulary, through the use of historical artefacts, primary sources of information and rich core texts and stories. It is through this approach that children become secure in their understanding of important historical events and eras. This also enables them to begin to identify trends over time and develop the appropriate historical terms such as ancient and civilisation. In each key stage we give children the opportunity to visit sites that are local and of historical significance, alongside maximising the rich historic opportunities that the city of Norwich offers. We encourage visitors to come into the school and talk about their experiences of the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We use knowledge organisers to distil the essential knowledge required for teaching a unit. Unit Overviews(see below) are used to enable our teachers to write comprehensive and progressive medium term plans prior to teaching a unit.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression across the year so that the children are increasingly challenged as they move up through the school. Termly whole school and assembly themes link History and other curriculum subjects where appropriate to ensure being historians is

woken throughout our everyday lives. To ensure the coverage of History, each year group teaches specific History topics as well as embedding the subject into daily teaching. Long-term plans identify individual History units taught across the year group phases and follow a three-year cycle. In addition to this, whole school projects are planned at key opportunities with a Historical focus (such as a local history study) where the whole school enjoys studying one topic together. History is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

Knowledge Organiser	Unit Overview	Medium Term Planning
Purpose: to ensure that teachers have sufficient subject knowledge to teach the unit. Knowledge organisers include: <ul style="list-style-type: none"> • Essential key facts & concepts about the topic • Key vocabulary • A timeline • Previous learning • Future learning • Images such as diagrams, photos or maps • Significant individuals 	Purpose: to provide teachers with coherently planned and sequenced learning intentions to build towards cumulatively sufficient knowledge and skills for future learning. Unit Overviews: <ul style="list-style-type: none"> • Identify key knowledge and skills for units of learning in progressive learning intentions • Provide links to learning across our curriculum so that prior steps can be revisited and next steps can be planned for • Big questions to ensure that children are thinking deeply and making connections across their learning • End of unit assessment statements 	Purpose: teachers plan carefully sequenced learning activities that present subject matter clearly. Medium Term Planning includes: <ul style="list-style-type: none"> • A hook or context for learning • Teacher input – e.g. modelling, demonstrating • Planning for the learning activity and how learning will be evidenced • Differentiation: how all children will access the learning – support and deepening opportunities

EARLY YEARS FOUNDATION STAGE

In the Foundation Stage it is important children grasp an understanding of the term's past, present and future. Children begin to understand that things that have happened in their own lives are classified as 'in the past' and forms their own history, personally and in the context of their generation. We encourage visitors such as parents and grandparents to talk about their childhood and how things were different in the past.

SPECIAL EDUCATIONAL NEEDS

We teach History to all children, whatever their ability and starting points and in accordance with the school curriculum policy of providing a broad and balanced education to all children which fosters a love of learning. For our lowest 20% of learners we make some of the following adaptations to support their learning to ensure achievement for all: more opportunities for adult scaffolding and support within the classroom; the pre-teaching of vocabulary, key dates, people and events; use of images and opportunities to discussions and questioning.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

When teaching History, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, for example when focusing on significant people in history, including celebrating Black History Month. The study of artefacts, buildings, churches etc. gives children a sense of their place in the historical scheme of things. It also helps to develop an awareness of beauty and aesthetics. Moral issues can be considered. For example, was it right that war was fought or that children were forced to work in factories and mines in Victorian Britain, or that Anne Frank was forced into hiding? Studying the cultures of other times – Egyptians, Romans etc. builds an awareness of the value and importance of other societies and cultures and the relative value and importance of our own. It also stresses the interdependence of cultures. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

ASSESSMENT & RECORDING

Teachers assess children's work in history by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each unit of study the teacher makes a summary judgement of each pupil in relation to the skills they have developed in-line with the National Curriculum. At the end of the year history is reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in History. It is planned once we have a History subject leader, they will monitor children's work, wall displays, planning and carries out pupil interviews, for the moment this is done by the SLT. The work of the History subject leader will be to also involve supporting colleagues in the teaching of History and being informed about current developments in the subject.

HOW WE EVALUATE THE IMPACT OF HISTORY

The impact of our History curriculum can clearly be seen in the children's books. Our rich History curriculum is also evident in the significant key people we have selected to learn more about, as well as through our school displays, in our assembly themes, through extended home projects and the historical narratives our children recount. Our detailed unit overview outline the main learning objectives and big enquiry questions that the children will investigate and answer during their learning. The opportunity to evaluate and reflect on the learning is planned for regularly to enable the children to see how they are progressing.

Subject Progression:

EYFS	Key Skill	Children are able to....
	Talk about past and present events	<ul style="list-style-type: none"> • Imitate everyday actions and events from own family and cultural background, in pretend play. • Remember and talk about significant events in their own experience. • Recognise and describe special times or events for family or friends. • Talk about past and present events in their own lives and in the lives of family members.
	Show sensitivity to the likes and dislikes of others	<ul style="list-style-type: none"> • Have a sense of own immediate family and relations • Begin to have their own friends • Show an interest in the loves of people who are familiar to them. • Know that others do not always enjoy the same things and are sensitive to this.
	Know the similarities and differences between themselves and others	<ul style="list-style-type: none"> • Learn that they have similarities and differences that connect them to, and distinguish them from, others. • Show an interest in different occupations and ways of life. • Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. • Enjoy joining in with family customs and routines. • Know about similarities and differences between themselves and others, and among families, communities, and traditions.
	Recognise the uses of technology	<ul style="list-style-type: none"> • Aware of technology in the immediate environment. • Know that information can be retrieved from computers. • Recognise that a range of technology is used in homes and schools.
Early Learning Goals: Communication and Language (Understanding): Answer "how" or "why" questions about their experiences in response to stories or events. Make observations. Communication and Language (Speaking): Develop their own narratives and explanations by connecting ideas or events. Explain why some things occur and talk about changes. Understanding the world (People and Communities): Talk about past and present events in their own lives and in the lives of family members. Know about similarities and differences between themselves and others, and among families, communities and traditions. Understanding the world (The World): Know about the similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Explain why some things occur and talk about changes.		

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other historical sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented and by whom.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources, investigating and questioning these sources where appropriate.</p>
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; - events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age; - the Roman Empire and its impact on Britain; - Britain's settlement by Anglo-Saxons and Scots; - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; - a local history study; - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;

and/or Florence Nightingale and Edith Cavell];

- significant historical events, people and places in their own locality.

- Ancient Greece – a study of Greek life and achievements and their influence on the western world;

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

	Year 1 & 2	Year 3 & 4	Year 5 & 6
Historical Interpretations	<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>Lower KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 	<p>Upper KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and the impact of this on reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organization of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> use a range of sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organization of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organization of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> organize when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.

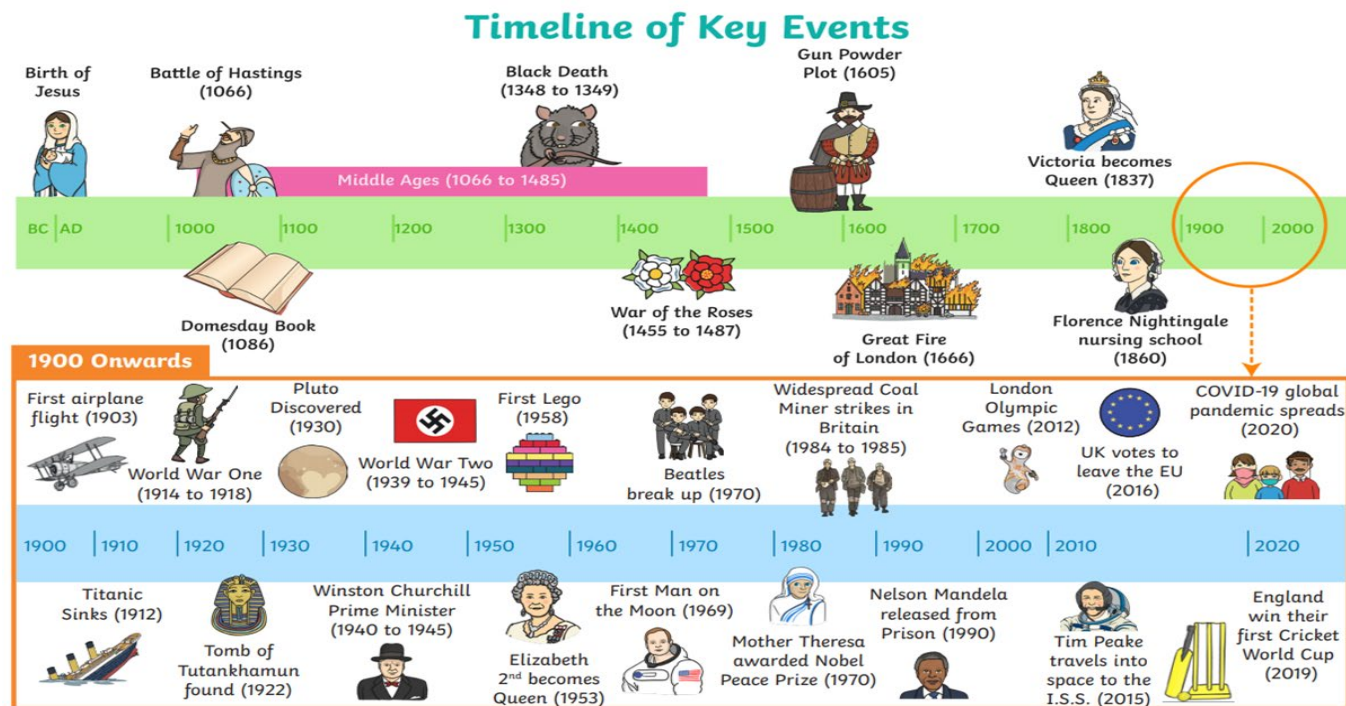
Chronological Understanding	<p>KS1 History National Curriculum Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>KS2 History National Curriculum Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and Understanding of Events, People and Changes in the Past	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Presenting, Organising and Communicating	<p>KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organize ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period. 	<p>KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, organization, social, political, economic, cultural, religious; b present, communicate and organize ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.

A Journey Through Our History Curriculum

CYCLE and Year	Reception & Year 1	Year 2 & 3	Year 4, 5 & 6
CYCLE A 2020-21	Our School Now & Then	The Great Fire of London and Modern London today	Rome
	Transport Now & Then <i>A transport survey of North Walsham</i>	Ancient Egypt	The Industrial Revolution
	Famous Faces Neil Armstrong, Edith Cavell, Lord Nelson and Henry Blogg		
CYCLE B 2021-22	My Own History	Up Up and Away <i>A History of Flight and Invention</i>	Norfolk During WWII
	Toys Now and Then	Stone Age to Iron Age	Ancient Greeks
	Explorers Captain Cook Christopher Columbus		
CYCLE C 2022-23			Viking York
			The Mayans
Year 7 – KS3	Anglo Saxons and Vikings, Before 1066, the Norman Conquest, Medieval life, The Tudors, Early Modern, Industrial and Local History Study		

Running throughout all units of study, whole school events and weekly assemblies, are key events, significant historical figures, and local significant people which help us to build our knowledge further still.

These are some of the important dates for us as a school.



OUR UNIT OVERVIEWS

OUR HISTORY LEARNING IN RECEPTION & YEAR 1 CYCLE A – 2020/21

Unit	Our School Now & Then	Transport Now and Then	Famous Faces
Thread	Chronology	Chronology	Legacy
Previous Learning Opportunities	In EYFS children have experienced talking about past and present events in their own lives and in the lives of family members. Children know about similarities and differences in relation to places, objects, materials and living things	Children have developed an awareness of the past and where events fit within a chronological framework. Children also understand some of the ways we find out about the past. In EYFS children have looked at different ways they come to school and travel to different places. Children will understand that transport can mean a variety of different ways to get to a place.	In EYFS children have experienced talking about past and present events in their own lives and in the lives of family members. Children know about similarities and differences in relation to places, objects, materials and living things. They would have placed key events of their lives on a short timeline in chronological order to understand the passing of time.
NC	<i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Changes within living memory Understand some of the ways in which we find out about the past</i>	<i>Pupils should develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. Understand some of the ways in which we find out about the past.</i>	<i>Pupils should identify similarities and differences between ways of life in different periods. observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past order dates from earliest to latest on simple timelines;</i>
Big Questions Overview	How has our school and its' building changed over time? As historians in this topic, children are taught to identify changes within living memory, by examining how schools have changed over time. Our school building, which dates from 1900, will provide an excellent starting point for exploring the past and thinking about how schools have changed over time. A detailed	How has transport changed over time? This unit of study takes pupils on an exciting adventure of travel and transport. Pupils will explore journeys of all kinds, including how people get around today and how they travelled in the past.	What makes someone famous? In this unit, pupils will learn what it means to be famous and leave a legacy that will still remember today. Pupils will learn you don't have to always be famous to leave a legacy and there are different ways in which people can be famous.

	investigation of the building will provide some excellent clues as to how children’s experience of school was very different in the past. Parents and grandparents will also be invited into our classroom to give a first-hand account of what school was like and how it was different in the living past. As they become more familiar with living memory, our children will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time The children will start by thinking about what school is like today. They will then use our school as the basis for a journey back in time to the Victorian period. Starting with a thorough examination of our school building, they will look for clues the building and its layout gives us about what life was like for a Victorian schoolchild. This learning will be enhanced in the classroom when it is turned into a Victorian schoolroom and with children playing the role of Victorian children. What will they think is best – school today or school in the nineteenth century?	From a walk around the school to the first trip to the moon, pupils will look at how transport has changed over time and look at what this might look like in 20, 50 and 100 years time. Children will look at train, motor car and aeroplane travel through the years as well as the first moon landing. Pupils will begin to develop a chronology of automobiles, trains and space travel and other significant travel and transport events. Pupils will be able to identify modes of transport from the past and talk about the similarities and differences between then (the past) and now. Pupils will take part in a local transport survey in North Walsham.	Pupils will study Neil Armstrong, Edith Cavell, Lord Nelson and Henry Blogg. They will understand that Edith, Nelson and Henry are local famous people who lived in Norfolk. Pupils will find out what they did and the lives they led and why will still remember them today long after they were alive. Children will be able to plot the first moon landing, Henry Blogg and his lifeboat mission and Edith Cavell’s birth and death on a timeline. They will be able to identify ways in which life was different and the same as their lives today.			
Historical Skills	Chronology: Recount past changes from their own lives. Sequence some events in chronological order.	Chronology: Recount past changes from their own lives. Sequence some events in chronological order	Chronology: To know where the people and events they study fit within a chronological framework.			
	Investigating and interpreting: Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented	Investigating and interpreting: Children should ask and answer questions, using other sources to show that they know and understand key features of events.	Investigating and Interpreting: Pupils should identify similarities and differences between ways of life in different periods			
	Knowledge and understanding: Give reasons why people from the past acted as they did.	Knowledge and understanding: Pupils should identify similarities and differences between ways of life in different periods.	Knowledge and Understanding: describe significant individuals from the past			
Future Learning	Next year in cycle B pupils will learn about their own history including remembering their first day at school. In year 4, 5 and 6 cycle A children will learn about The Industrial Revolution and the Victorians.	In Cycle B children will learn about Captain Cook and Columbus they will make links to modes of transport from the past and make connections to the types of transport both famous explorers used and why. They will look at the history in flight in Up Up and Away.	Next year in Cycle B pupils will learn about explorers (Captain Cook and Christopher Columbus). They will learn about the Wright Brothers and Amelia Earhart in Up Up and Away.			
Key Historical Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.					
	Reception		Year 1			
	Our School	Transport	Famous Faces	Our School	Transport	Famous Faces
	Yesterday Today Tomorrow Same Different Change Old New past	Travel Transport Car Bus Train Boat Aeroplane Bicycle Horse and Cart Engine New old	Moon walk Space Astronaut Famous Sea Nurse Solider War Journey Spanish	Yesterday Today Tomorrow Same Different Change Victorian Museum Earliest Latest Past Present future	Penny farthing Omnibus Sedan Chair Steam train Flight Tourism Newest Oldest Modern Century	Engineer NASA Apollo Orbit Lifeboat Shore Seaside Emergency World War One Arrest HMS Victory Spanish

OUR HISTORY LEARNING IN RECEPTION & YEAR 1 CYCLE B – 2021/22

Unit	My Own History	Toys Now and Then	Explorers - Captain Cook and Christopher Columbus
Thread	Chronology	Interpretation	Legacy

Previous Learning Opportunities	In EYFS children have experienced talking about past and present events in their own lives and in the lives of family members. Children know about similarities and differences in relation to places, objects, materials and living things		When learning about 'Our School Now & Then' children have developed an awareness of the past and where people and events fit within a chronological framework. Children also understand some of the ways we find out about the past.	All previous learning across KS1 children have learnt about some significant historical events and people in their own locality. Children have used a chronological framework to place events learnt in order. Children can talk about changes within living memory		
NC	<i>Pupils should use a wide vocabulary of everyday historical terms describe memories and changes that have happened in their own lives</i> <i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</i>		<i>talk, write and draw about things from the past explain that there are different types of evidence and sources that can be used to help represent the past</i> <i>Children should ask and answer questions, using other sources to show that they know and understand key features of events</i> <i>Pupils should identify similarities and differences between ways of life in different periods.</i>	<i>The lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i>		
Big Questions	What is my story so far?		How much have toys changed over time?	What makes somebody important and remembered?		
Overview	In this unit pupils will look at their own history. They will be able to plot on a timeline when they were born and when they reached key milestones including crawling, walking, talking, first tooth, first journey, first word, when they started nursery, when they started school and any other significant events in their lives. Pupils will begin to understand the concept of chronology by plotting these events in order. Pupils will be able to talk about what makes them unique and share their (hi)story with others. They will be able to recognise some of the similarities of their story with others and their stories as well as the differences which makes them special and unique.		In this unit pupils will explore the world of toys. They will look at the history of toys as they think about their favourite toys before going back in time to look at what toys were like in the past and how they are the same and different from toys today. Pupils will place toys on a timeline whilst also thinking about what they think toys will look like in the future. Pupils will look at depth of the concepts of 'old' and 'new', they will develop an understanding of chronology and an awareness of change and continuity by identifying how things have changed and stayed the same. Pupils will choose someone from their family (adult) to interview about the toys they played with as a child and compare these to toys played with today.	As a result of their previous learning, children have begun to understand that history is the study of everything that has happened in the past to people and things. To further develop their historical skills, the children study the experiences and adventures of some famous explorers: Christopher Columbus, Sir Francis Drake, Ibn Battuta, Neil Armstrong, Mae Jemison and Robert Falcon Scott. By studying and comparing the historical periods in which these great explorers lived, they will continue to develop their knowledge and understanding of chronology using timelines and significant events. Children will also learn about a local famous face; Henry Blogg. They will discover why we remember him still today and his lasting impact on the Cromer lifeboats.		
Historical Skills	Chronology: Recount past changes from their own lives. Sequence some events in chronological order.		Chronology:	Chronology: Sequence some events in chronological order.		
	Investigating and interpreting: Begin to use sources to identify some details and answer simple questions.		Investigating and interpreting: Begin to evaluate the usefulness of different sources & use evidence to reconstruct life in time studied.	Investigating and interpreting: Use artefacts, pictures, stories, online sources and databases to find out about the past		
	Knowledge and understanding: Give reasons why people from the past acted as they did.		Knowledge and understanding: Give reasons for the changes in the features of the period studied.	Knowledge and understanding: Identify key events and people from periods studied		
Future Learning	When learning about toys, pupils will be able to think about the toys they played with as a baby, toddler and young infant and compare these to the toys they enjoy playing with today.		In Ancient Egypt and Rome unit of studies pupils will learn about they toys and games they used to play. They will also learn about toys and how people managed to have free time when learning about WWII.	In Year 2&3 Cycle A pupils will learn about Samuel Pepys and why we still remember him today. In Year 4, 5 & 6 pupils will learn about The Mayans and how/what they explored.		
Key Historical Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.					
	Reception			Year 1		
	My History	Toys	Explorers	My History	Toys	Explorers
	Yesterday Today Tomorrow Same Different Change School	Yesterday Today Tomorrow Same Different Change Wooden toys Electronic toys Teddy bear	Journey Explore Adventure Remember Ship Map Compass New world	Remember Family Born Class School Beginning Start End Now Timeline In order	Remember Puppets Punch and Judy Games Whip and top Rocking horse Marbles Toy soldiers Pogo stick	Expedition Extreme Difficult Dangerous Remember America Atlantic Ocean Navigate Continent Legacy

OUR HISTORY LEARNING IN YEAR 2 and 3

CYCLE A – 2020/21

Unit	The Great Fire of London and Modern London Today		Ancient Egypt	
Thread	Chronology		Interpretation	
Previous Learning Opportunities	When learning about 'Up, Up and Away!' children have looked at the lives of some significant individuals who have contributed to national and international achievements. Children have an understanding of some of the ways in we find out about the past.		When learning about 'Our School Now & Then' children have developed an awareness of the past and where people and events fit within a chronological framework. Children also understand some of the ways we find out about the past.	
NC	<i>They should understand how our knowledge of the past is constructed from a range of sources.</i> <i>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i>		<i>A depth study of Ancient Egypt.</i> <i>They should understand how our knowledge of the past is constructed from a range of sources.</i> <i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i>	
Big Questions	Did the Fire of London change London's landscape?		What did the Ancient Egyptians achieve?	
Overview	In this unit, the children travel back in time to London in the seventeenth century. In 1665, the plague hit London, killing thousands of people. While the people were still recovering, a second disaster hit the city in 1666 – the Great Fire of London. The fire started in Pudding Lane on 2 September 1666 in the bakery of Thomas Farriner. The children will learn about the different reasons for the fire spreading so quickly and causing such devastation. They will also discover the lasting legacy of the fire and what makes an event that occurred more than 300 years ago so significant today. Using the homes we see around us in London and their knowledge of the legacy of the fire, the children will also investigate how the homes we live in have changed over time. They will look at parts of Samuel Peyps diary of events. Children will look at modern day London today. They will look at the River Thames and the movement of goods along it. They will study famous landmarks, their uses and how London has changed within living memory. They will look at migration to Britain from 1950 and how this has created a diverse capital city.		As children progress they will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. As part of this focus, children as historians will study the achievements, beliefs and legacy of one of the earliest civilizations – Ancient Egypt. Children will travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. They will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC,when the Romans conquered Egypt. They will use geographical skills to map the area inhabited by the civilization to understand the importance of the River Nile as a water supply and for providing fertile farming lands. Their learning will be brought to life by a trip to the Norwich Museum to marvel at the rich array of primary sources archaeologists have discovered that give us so much information about what daily life was like in the period. This unit will require children to revisit their prior learning about ways in which we find out about the past to answer enquiry questions about Howard Carter.	
Historical Skills	Chronology: Sequence some events in chronological order.		Chronology: Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD.	
	Investigating and interpreting: Use artefacts, pictures, stories, online sources and databases to find out about the past.		Investigating and interpreting: Begin to evaluate the usefulness of different sources & use evidence to reconstruct life in time studied.	
	Knowledge and understanding: Give reasons why people from the past acted as they did.		Knowledge and understanding: Give reasons for the changes in the features of the period studied.	
Future Learning	In year 4, 5 and 6 cycle A children will learn about The Industrial Revolution and how this changed how London worked. Children will learn about WII and how war and bombings changed the landscape of London.		In year 4, 5 and 6 cycle B children will learn about the Ancient Greeks. Children will be able to look at the loves of the Ancient Egyptians and compare this to the loves of the Ancient Greeks.	
Key Historical Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.			
	YEAR 2	Year 2 & 3 Subject Specific	YEAR 3	Year 2 & 3 Subject Specific
	Past Present Future Important Event Era Artefacts Time Order Recount Interpretation Legacy Chronology	Fire Samuel Pepys The Monument London River Thames Diary Leather buckets The Tower of London Axe King Charles II Escaping Thomas Farriner Pudding Lane Bakers	Chronological Significant Power Development Compare Contrast Influence BC and AD Ancient Civilisation Invasions Settlements	Egypt Pyramid Egyptian Pharaoh Mummy Sphinx Canopic Jars Coffin Mask Hieroglyphics Desert Scarab beetle Irrigation Mummification Howard Carter Tomb

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OUR HISTORY LEARNING IN YEAR 2 & 3

CYCLE B – 2021/22

Unit	Up, Up and Away!		Stone Age to Iron Age	
Thread	Legacy		Settlements & Invasions	
Previous Learning Opportunities	When learning about ‘Our School Now and Then’ children have already identified similarities and differences between ways of life in different periods and changes within living memory. Through assemblies’ and whole school events, children have learnt about local historical events and people.		When learning about ‘Ancient Egypt’ children have experienced constructing informed responses that involve thoughtful selection and organisation of relevant historical information. Children have developed an awareness of the past and where people and events fit within a chronological framework	
NC	<i>Significant historical events, people and places in their own locality.</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements. Understand some of the ways in which we find out about the past</i> <i>Changes within living memory</i>		<i>Changes in Britain from the Stone Age to the Iron Age.</i> <i>Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions.</i>	
Big Questions	Has flight changed the way we live our lives?		What do stone artifacts tell anthropologists about early humans and how human behaviour has evolved over time?	
Overview	In this unit, the children travel back to a time when we did not see countless planes flying above our heads. Instead, people had long been looking up at the sky and wishing to fly. They will discover that there were many futile attempts to build the first aeroplane and that the history of flight can be traced back hundreds of years to the first kites and even the drawings of Leonardo da Vinci. We will study the lives of significant individuals in the past who have contributed to national and international achievements by homing in on the Wright Brothers – Orville and Wilbur who were scientific enthusiasts, learning that the first recorded flight happened on 17 December 1903. Their learning will be concluded by investigating a local link at RAF Coltishall where the first flight took off in 1940.		As historian the children will learn about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. In this unit, the children will learn that people have been living in Britain for a very long time. They will investigate the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. In the Iron Age, the Celts built hill forts for protection from their enemies, some of which contained entire villages within their imposing walls. Copper, then bronze and finally iron started to be used to make weapons and tools. Children will look at building of Bronze Age Stonehenge and Iron Age hillforts such as Maiden Castle. They will study Skara Brae in some depth.	
Historical Skills	Chronology: Place historical figures, events and artefacts in order on a given time line, using dates where appropriate		Chronology: Use dates and terms related to the three periods and passing of time.	
	Investigating and interpreting: Ask and answer questions such as What was life like before flight? What makes the Wright brothers significant?		Investigating and interpreting: Discuss reliability of sources linked to the scarcity of primary sources. Pose a variety of questions.	
	Knowledge and understanding: Use information gained from a range of sources to draw conclusions		Knowledge and understanding: Describe similarities and differences between people, objects and events over time.	
Future Learning	In years 4, 5 and 6 cycle 2 children will learn about WWII.		In years 4, 5 and 6 cycle 3 children will learn about Viking York.	
Key Historical Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.			
	YEAR 2	Year 2 & 3 Subject Specific	YEAR 3	Year 2 & 3 Subject Specific
	Wright Brothers Early Flight Transport Legacy Chronology	Amelia Earhart Bessie Coleman Amy Johnson Spitfire Air ship Explorer Flying Machine Leonardo Da Vinci Airship Glider Otto Lilienthal Hot air balloon John Alcock and Arthur Brown Commercial flight Supersonic Concord Speed of sound	Chronological Significant Power Development Compare Contrast Influence Settlement Invasions Settlements Legacy Chronology	Cave Painting Mammoth Neolithic Man/woman Fur Pelt Throwing Stones Spears House Skara Brae Handaxe Antler Borer Hammerstone

	Yuri Gagarin		
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OUR HISTORY LEARNING IN YEAR'S 4, 5 & 6 CYCLE A- 2020/21			
Unit	Rome		The Industrial Revolution
Thread	Settlements		Chronology
Previous Learning Opportunities	When learning about 'Stone age to Iron age' children looked at ways in which forts were built to protect from invaders. They have an understanding of types of settlements and where the Roman Empire fits within a chronological timeline.		When learning about 'Up, Up and Away!' children developed an understanding of some of the earliest flight inventions and what life was like during the Edwardian period. In 'Our School Now and Then' children explored their Victorian school and where they learnt some of the ways in which we find out about the past
NC	<i>The Roman Empire and its impact on Britain</i> <i>Continue to develop chronologically secure knowledge of history</i> <i>Establish clear narratives within and across periods studied</i>		<i>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i> <i>They should understand how our knowledge of the past is constructed from a range of sources.</i>
Big Questions	How did the Romans influence our modern day lives?		Was a Victorian childhood more challenging than yours today?
Overview	Children begin this topic by recapping prior learning about Stone age to iron age' looking at the hill forts built to protect themselves from invaders. They will learn that during the same period, in Italy, the Roman Empire had started to flourish. The children will learn about who the Romans were and where they came from. They will learn how people lived including the difference between rich and poor. They will learn about the Roman invasion of Britain in 43AD and how the Romans established cities including Norwich and Colchester. They will find out about Roman roads and settlements. The children will investigate what had angered the Roman Emperor Julius Cesar enough for him to invade Britain in BC 55 and why his attempts failed. They will then follow the development of the Roman army to AD 42 when it had become the most efficient and effective army the ancient world had ever seen. They will conclude the unit by returning to the Celts to examine their resistance and two of their most famous leaders – Caratacus and Boudicca, including Boudicca's rebellion and the reasons for the rebellion.		In this unit, children will learn about what life was like in Victorian Britain for people in different social classes. They will explore some of the significant changes of this era and consider how they affected people –focusing in particular on how life changed for children. By studying changes, children will evaluate the extent to which the Victorian era can be considered a time of progress and achievements and reflect on the legacy they have left us in modern times. Children will learn about the importance the industrial revolution had on Great Britain and its lasting impact.
Historical Skills	Chronology: Sequence several events or artefacts on a timeline.		Chronology: Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this
	Investigating and interpreting: Study two different accounts of the same event, exploring similarities and differences		Investigating and interpreting: Select reliable sources of evidence to answer questions about the past
	Knowledge and understanding: Identify reasons for and results of people's actions.		Knowledge and understanding: Study different aspects of life for different people in the same period.
Key Historical Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.		
	YEAR 4	YEAR 5	YEAR 6
	Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure Civilisation Invasion Legacy	Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity Invasion	Ideologies (Political, Religious and cultural) Cultural Context Birth right Advocate Democracy Interpretation Commemorate Legacy Chronology
Subject Specific Vocabulary	Pantheon Basilica Barbarian		Victorian Steam engine Chimney Sweep

Chariot Slave Villa Toga Roman Baths Julius Caesar Mosaic Aqueduct Gladiator Colosseum Rome Myth	Queen Victoria The Palace of Westminster Louis Daguerre Prince Albert The Mine Act The Factory Act The Great Exhibition Crimean War Typhoid Alexander Bell Edward VII
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OUR HISTORY LEARNING IN YEAR'S 4, 5 & 6 CYCLE B- 2021/22			
Unit	Norfolk during WWII		The Ancient Greeks
Thread	Legacy		Interpretation
Previous Learning Opportunities	In 'Explorers' children have learnt about the life of Henry Blogg (1876-1954) and the lifeboat H F Bailey ON777 which was used during the second world war. They have used sources to show that they know and understand key features of events from the past.		In 'Romans' and 'Stone age to Iron age' children have found out how people in the past lived and compared this to living in Britain. Children have learnt about some key figures which will allow them to make connections and draw conclusions in this unit of study.
NC	<i>A local history study – a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality. Changes within living memory</i>		<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>
Big Questions	Would WWII have happened without Hitler? What would have happened if Germany had won WWII?		What great ideas did the Ancient Greeks have?
Overview	In this unit, the children learn about how civilians at home in Britain and in particular across Norfolk were affected during the Second World War. They will understand how night after night of consecutive air raids during the Blitz affected urban communities (especially those in our home city of London) and find out how people tried to stay safe in times of danger. They will also understand the role of women and others left behind, who worked to keep their nation strong whilst many men were away fighting. As well as understanding the role of women and other adults, they will learn what happened to children who were evacuated from the city to the country. Children will learn which areas of Norfolk were hit the most through the bombings and how this changed Norwich.		In this unit, children will learn about what remains of the city of Athens and build up a picture of life in Ancient Greece. They will learn about how the Ancient Greeks lived, their religion and how society was structured between the rich and poor including democracy. Children will discover why our modern world owes a lot to the ancient Greeks and why they are to thank for many ideas and inventions (e.g. the Olympic games, Ancient Greek theatres, architecture, literature and many more). Exploring the theme of social equality, children will learn that when political elections come around, we can thank the Ancient Greeks for inventing the idea of democracy. They will explore rich avenues of enquiry to discover what else we can thank the Ancient Greek for today and investigate how their legacy continues to influence our daily lives and the modern world.
Historical Skills	Chronology: Place current study on time line in relation to other studies using relevant dates and terms.		Chronology: Know and sequence key events in period studied.
	Investigating and interpreting: Evaluate the usefulness and accuracy of different sources of evidence. Understand that some evidence is propaganda, opinion or misinformation and this effects interpretations of history.		Investigating and interpreting: Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events
	Knowledge and understanding: Bring knowledge gathered from several sources together in a fluent account		Knowledge and understanding: Use evidence to build up a picture of the past, selecting relevant pieces of information.
Key Historical Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.		
	YEAR 4		YEAR 6
	Innovation	Rise and Fall	Ideologies (Political,

	Legacy Conquer Consequence Invasion Monarchy Social Structure	Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity	Religious and cultural) Cultural Context Birth right Advocate Democracy Interpretation Commemorate
Subject Specific Vocabulary	Victoria Cross Gas Mask Evacuee Children Gas Mask Box Neville Chamberlain Gestapo Officer Ration Book Anne Frank Star of David Blitz Anderson Shelter George Cross Nazi Flag Air Raid Shelter Adolf Hitler Spitfire Winston Churchill	Olympics Slave Nobleman Plato Pythagoras Hippocrates Hellenistic Bowl Tunic Alexander the Great Parthenon Column Archaic Classical Roman Aristotle Socrates	

OUR HISTORY LEARNING IN YEAR'S 4, 5 & 6 CYCLE C- 2022/23		
Unit	Viking York	The Mayans
Thread	Invasions	Interpretations
Previous Learning Opportunities	Children have already studied some of the different periods in the ancient age. They have also learnt about some key periods of British history, plotting these on a timeline. During the 'Romans', children learnt how the Roman Empire had started to flourish where they identified reasons for and results of people's actions.	When learning about 'The Mayanas' children understood how our knowledge of the past is constructed from a range of sources. They constructed informed responses that involved thoughtful selection and organisation of relevant historical information.
NC	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms</i>	<i>A non-European society that provides contrasts with British history Mayan civilization c. AD 900</i>
Big Question	Why were the Vikings feared by so many?	Was it chance that the Mayans develop a hieroglyphic writing system and pyramids similar to those in Egypt but the two civilisations are separated by thousands of years and thousands of miles of ocean?
Overview	In this unit, children will continue their learning about British history with a study of the mediaeval period. They will continue to explore the theme of invasion and settlement by revisiting their learning from the Roman, Anglo-Saxon and Scot invasions. In AD 787, the	In this unit, children will start by exploring the reasons why and how the Mayan civilization grew so strong when the odds against it were so huge. They then devote most time to exploring the characteristics features of the Mayan society and comparing it with the state of Britain at the same time i.e. about AD1100. To help pupils develop the use of evidence, they are asked to work out how we can be so sure about what life was like for the Maya a

	first three Viking ships landed on the Dorset coast from Denmark. As well as being excellent sailors, the Vikings were ferocious fighters. They plundered the monasteries and raided any settlements they could find. Eventually, they started to settle, finding the land more suited to farming than the forests and mountains of their homeland. Children will learn about who the Vikings were, where they came from and how they came to Britain including the raid on Lindisfarne. They will find out how the Vikings set up a kingdom in York. Through the study of the archaeological remains, the children will learn about Viking life in Jorvik, including Viking homes and crafts. They will consider the impact of their civilisation on Britain, including their influence on the English language. This project is in the context of a class residential trip to the city of York, which includes a visit to the Jorvik Centre.		thousand years ago. The topic concludes with two open-ended enquiries which challenges pupils to work collaboratively to create their own plausible answers to the two riddles of why are the similarities between Mayan culture and Ancient Egyptian culture so strong when they we separated by thousands of years and thousands of miles of ocean and why did the Mayan civilization came to such an abrupt end?
Historical Skills	Chronology: Understand that changes occur over time. Add evidence and dates to timeline to represent this.		Chronology: Relate current studies to previous learning and make comparisons between different times in history.
	Investigating and interpreting: Explore main events and changes in the period, giving causes and consequences.		Investigating and interpreting: Explore all available evidence to form their own opinion on a historical event
	Knowledge and understanding: Describe how some past events and actions of people affect life today.		Knowledge and understanding: Bring knowledge gathered from several sources together in a fluent account
Key Historical Vocabulary	Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these. Beyond this, we know that, ultimately, the most powerful method of broadening and deepening the vocabulary of our children is to get them reading a significant amount.		
	YEAR 4	YEAR 5	YEAR 6
	Innovation Legacy Conquer Consequence Invasion Monarchy Social Structure	Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity	Ideologies (Political, Religious and cultural) Cultural Context Birthright Advocate Democracy Interpretation Commemorate
Subject Specific Vocabulary	Spear City Thatched house Viking longship Odin Thor Frejya Viking warrior Viking freeman Slave Jorvik Horn cup Danelaw and Wessex Scandinavia Norway Sweden Denmark York Settlers Norse Myths		Monument Temple Jungle Pyramid Ocelot Jaguar Priest Warrior Codices Astronomy Stelae Hieroglyphs Cacao beans Chili Mesoamerica Pacific Coast Central Highlands Nobles Tikal Pakal the Great of Palenque Temple of Inscriptions

ASPIRATIONS FOR THE FUTURE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a Historian:

Member of Parliament, Curator, Publicity Assistant, Tour Guide, Teacher, Journalist, Solicitor.

Our Feeder High Schools Year 7 History Curriculum Snapshot

Cromer Academy	<p>Anglo Saxons and Vikings - The Anglo Saxon invasion and it's impact on England. Viking invasions and the clashes that they had with the Anglo-Saxons and the impact the Vikings had on England as a whole.</p> <p>Norman Conquest - The succession crisis and who will be the next king of England. The key battles of 1066 are studied with the reasons for the Norman Victory. How the Normans took and established control</p>	<p>Medieval life and the power of the church - Early medieval monarchs, castle building and the structure of the medieval village. The vital and powerful role of the church in Medieval life and early Islamic states and their beliefs.</p> <p>The Crusades - The power of the Medieval church and the reasons people went on a crusade. The Crusades including the First and the Third and the roles of Saladin and Richard the Lionheart.</p>	<p>Medieval Power and Conflict - The problems that Mediaeval kings faced such as Henry II and Thomas Beckett, John and the Barons war and the signing of the Magna Carta and Simon De Monfort and the role of Parliament. How Wales was brought under control, the significance of the Black Death and the Peasants Revolt.</p> <p>Medieval Power and Conflict - This unit focuses on the Wars of the Roses, Yorkist rule and Richard the III and the Battle of Bosworth.</p>
North Walsham High School	<p>BEFORE 1066 Pre-Anglo Saxon, introduction to History skills (inference and source work) 1066- Death of Edward Battle of Stamford Bridge Battle of Hastings.</p> <p>NORMAN CONQUEST- THE ROLE OF RELIGION Castles- Motte and Baily, Stone keeps- problems, developments and changes Domesday- The development and creation of The Feudal system Harrowing of the North Religion and Doom Paintings and ideas of Heaven and Hell</p>	<p>POWER TOPIC Becket and Henry Magna Carta Development of Parliament Peasants Revolt.</p> <p>LIFE IN THE MIDDLE AGES Black Death x2 Causes and treatments Crime and Punishment Cleanliness / medicine</p>	<p>TUDORS War of Roses Henry VIII Renaissance Wives, Religion, Edward, Mary and Elizabeth.</p> <p>LOCAL HISTORY Norwich X2 Ketts rebellion Strangers' History of North Walsham X2 Witch hunting and Witch Hunter.</p>
Aylsham High School	<p>Medieval Why did William win the Battle of Hastings? What does the murder of Thomas Beckett tell us about the power of the monarchy vs the church? Why were people motivated to go on crusade? Was John an awful king? How far did the black death change medieval England?</p>	<p>Early Modern Is the popular image of Henry VIII a fair one? Why do we remember Elizabeth I as the greatest queen? How diverse was Tudor Norwich? Why did the English kill their king? Why were women persecuted as Witches during the Stuart period?</p>	<p>Industrial Did life change for the better for ordinary people during Victoria's reign/industrial revolution? Why should I register to vote? Should Britain be proud of its Empire? Why was the work of Thomas Clarkson so important?</p>