



History 2024-25

	Autumn 2	Spring 2	Summer 2
EYFS	Focus: The Great fire of London.	Focus: Inspirational people: Winston Churchill.	Focus: The Crown: The United Kingdom's monarchy.
Y 1	What does it take to be a great explorer?	How do we know so much about where Sappho used to live? (Pompeii)	Why is the history of my locality significant?
Y2	How do our favourite toys and games compare with those of children of the 1960s?	Who is the greatest history maker?	Why was Charles sent to prison? (Now/WW1)
Y 3	How did the lives of ancient Britons change during the Stone Age?	What is the secret of the standing stones (Bronze Age Britain)?	How do artefacts help us understand the lives of people in Iron Age Britain?
Y 4	How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want and how did Alfred help to stop them getting it?
Y5	Why did the ancient Maya change the way they lived?	Why was winning the Battle of Britain in 1940 so important?	What did King George VI mean when he said, 'The history of York is the history of England'?
Y6	How did a pile of dragon bones help to solve an Ancient Chinese mystery? (Shang Dynasty)	The story of the Trojan Horse: historical fact, legend or classical myth?	Why did Britain once rule the largest empire the world has ever seen?

YFS Year R	Year 1	Year 2
<p>Key Objectives</p> <p>Skills <i>Describe, question, sequence, recognise.</i></p> <p>Knowledge</p> <p><u>The Great fire of London.</u> Focus: Begin to learn that real events have shaped changes in the world today, focusing on stories and sources from the past.</p> <p>Why? This introduces to the children that key events happened a long time ago. Through stories, children begin to understand that events in the past can have consequences for the future. Children can begin to understand a sense of chronology.</p> <p>Key content threads:</p> <ul style="list-style-type: none"> •Using sources to understand the past •London – capital city and landmarks •People - Samuel Pepys, King Charles II and Mayors •The Great Fire of London •Changes over time – fire service, homes and buildings <p><u>Inspirational people: Winston Churchill.</u> <u>Britain's Iconic Leader</u> Focus: Explore how Winston Churchill was a really significant figure from the past.</p> <p>Why? It is important to begin to teach our children about key figures and leaders who have shaped the world we live in today.</p>	<p>Key Objectives</p> <p>Skills Categorise and classify, compare and contrast, describe, empathise, identify, observe, reason, recall, recognise, select, sequence, speculate, summarise.</p> <p>Knowledge <u>Introduction: 'What is history?'</u></p> <p><u>What does it take to become a great explorer? (Ranulf Fiennes, Amy Johnson, Christopher Columbus)</u> Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know the achievements of Ranulph Fiennes, the greatest living explorer 2. Pupils will know the accomplishments of Amy Johnson and give reasons which suggest why she can be considered remarkable given the role of women in society at the time. 3. Pupils will know the main motives and achievements of explorer Christopher Columbus. 4. Pupils will know the significance of Neil Armstrong's triumph for mankind. <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> • Pupils will know how women's role in society has developed over time. • Pupils will know how people explored before there were aeroplanes. • Pupils will know why going on holiday abroad was so unusual in history. • Pupils will know about the planets in our solar system <p><u>How do we know so much about where Sappho used to live? (Pompeii)</u></p>	<p>Key Objectives</p> <p>Skills Categorise and classify, compare and contrast, describe, empathise, identify, observe, reason, recall, recognise, select, sequence, speculate, summarise.</p> <p>Knowledge <u>Introduction: 'What is history?'</u></p> <p><u>How do our favourite toys and games compare with those of children in the 1960s?</u> Core Knowledge</p> <ol style="list-style-type: none"> 1. Pupils will know why it is important for historians to divide up time. 2. Pupils will know what significant things people remember from the 1960s. 3. Pupils will know how toys and games from the 1960s compare with those of today. 4. Pupils will know why there were no smart toys and games in the 1960's. 5. Pupils will know how and when the internet was invented. <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> • Pupils will know how people lived without smartphones. • Pupils will know how people found information without the internet. • Pupils will know what materials toys were made from in the 1960's. • Pupils will know why they play with different toys when they are a baby as they grow. <p><u>Who is the greatest history maker?</u> Core Knowledge</p>

Threads running throughout the year are built upon, recognising how London has progressed from the Great Fire of London, building on the chronology of what London now looks like.

Key content threads:

- Winston Churchill
- Prime Minister
- Homes
- Palaces
- London
- 10 Downing Street
- The London Underground

The Crown: The United Kingdom's monarchy.

(Charles III Coronation)

Focus: Learn about our Monarchy and their place in shaping British Values.

Why? Builds on the threads of London, focusing on the most recent history of having a new Monarch on the throne. King Charles 111 also is a big advocate for the natural world, conservation and tackling global warming and climate change, building on prior learning from last term into this one.

Key content threads:

- Crowns
- Coronations
- The Crown Jewels
- London – capital city
- Tower of London - Castles

Throughout their learning children will begin to:

Comprehend the passing of time.

- Pupils will know where the remains of Pompeii can be found today
- Pupils will know that Pompeii was part of the Roman empire.
- Pupils will know What an archaeologist does
- Pupils will know important artefacts were discovered at Pompeii by archaeologists
- Pupils will know Why the city of Pompeii was destroyed in AD 79
- Pupils will know the difference between primary and secondary sources of evidence of this event

Hinterland Knowledge

- Pupils will know why the Romans built a huge empire.
- Pupils will know why the city of Pompeii was important to the Romans
- Pupils will know what artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people
- Pupils will know how archaeologists and artists have gone about reconstructing Pompeii.
- Pupils will know the bodies of many people who died at Pompeii were preserved and how they have since been restored.

Local History enquiry. Why is the history of my locality significant: Why were Americans living in Old Buckenham in 1944?

Core knowledge

Pupils will know what was built in Old Buckenham in 1942.

Pupils will know what was happening in Europe in 1944 – World War 2.

Pupils will know that the war impacted people in our village/county.

Pupils will know American soldiers lived in Old Buckenham and why they were here.

1. Pupils will know what it means for someone to 'make history'.
2. Pupils will know why Guy Fawkes is commemorated on the 5th of November in the UK every year.
3. Pupils will know what Marie Curie achieved in her life and why she is a history maker.
4. Pupils will know what Wilma Rudolph achieved in her life and why she is a history maker.
5. Pupils will know what Malala has achieved so far in her life and why she is a history maker.
6. Pupils will know what perspective means when it comes to judging people and events
Pupils will know everyone has the potential to become a history maker.

Why was Charles sent to prison? (Now/WW1)
Core Knowledge

1. Pupils will know when the First World War happened.
 2. Pupils will know some of the ways life changed for people living in Britain during the war.
 3. Pupils will know how people communicated during the First World War.
 4. Pupils will know why horses were so important during the Second World War.
- Hinterland Knowledge
- Pupils will know where the Western Front was.
 - Pupils will know some details of the First World War.
 - Pupils will know the countries that made up the allies.
 - Pupils will know the countries that made up the Central Powers.

<p>Develop an understanding of ‘past’ and some people, places and events in history. Recognise similarities and differences between things and ways of life at times in the past and now. Begin to understand that one historical event is often caused by another. Identify that historical events often occur in an order or sequence. Use sources, firsthand experiences, and storytelling to construct accounts of past times and people. Talk about the roles of significant members of society. Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding.</p>	<p>Pupils will identify some evidence for Americans being in Old Buckenham.</p> <p>Hinterland knowledge Pupils will know that American soldiers and English villagers had different life experiences. Pupils will talk about how Old Buckenham welcomed the American soldiers. Pupils will be exposed to some of the broader facts and details of World War 2. Pupils will explain why American’s were living in Old Buckenham in 1944.</p>	<ul style="list-style-type: none"> • Pupils will know how some animals contributed during the second world war.
<p>ELG: Understanding the World <u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>NC expectations</p> <p>Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>NC expectations</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life.</p>
<p>Vocabulary:</p>	<p>Vocabulary: Autumn: explorer, expedition, continent, ocean, North Pole, South Pole, Antarctica, mountain, Mount Everest, polar, United Kingdom, aeroplane, transport, pioneer, compass, voyage, crew, ship, discovered, inform, NASA, Columbus, rocket, aircraft, space, astronaut, universe, mankind, planet, mission, United States, timeline, Jupiter, Saturn, Uranus, sun, moon, Mercury, Venus, Mars</p>	<p>Vocabulary: Autumn: Historian, time, BC, AD, order, years, Jesus, recent, timeline, chronological, age, Britain, village, manufacture, coins, money, decade, century, millennium, sequence, change, shilling, cashpoint, computer, internet, Tim Berners-Lee, CD, DVD, Wi-Fi, smartphone, social networking, website Spring: Guy Fawkes night, commemorate, Bonfire Night, annual, King James I,</p>

	<p>Spring: Pompeii, Roman, city, merchant, artefact, evidence, wealthy, slave, ship, volcano, archaeologist, empire. Reconstruction, restoration, merchant, plaster cast, unearthed, country, Italy, fresco, rebellion.</p> <p>Summer: Airfield, aeroplane, aircraft, USAAF, runway, control tower, hanger, windsock, missions, soldiers, combat, veteran, War (WW2), Old Buckenham, local, social customs, United Kingdom (UK), United States of America (USA), B-24 Liberator bombers, 453rd Bombardment Group, evidence, memorial, commemorate, welcome.</p>	<p>parliament, house of lords, cellar, gunpowder, plot, discovered, arrested, timeline, evidence, Scotland, Ireland, Poland, France, Ancient Egypt, United Kingdom, country, city, valley, childhood, encourage, president, possible, religion, hospital, elected; leader, prime minister, River Nile; pharaoh, soldier, Henry VIII, William Shakespeare, perform Summer: Change, sources, chronology, empathy, invasion, conflict, monarch, war, prison; crime; enemy; army; pacifist; deserter; secret; front line; soldier; trench; fine; government; communication; postcard; letter; telegraph; message; cypher; code; anagram; rationing; memorial; honour;</p>
<p>SMSC ideas</p>	<p>SMSC ideas – religions, beliefs, laws, viewpoints, conflict, democracy, diversity, parliament.</p>	<p>SMSC ideas – civil rights and gender/racial discrimination, religions, beliefs, laws, viewpoints, conflict, democracy, diversity, parliament.</p>
<p>Enrichment ideas – Black History Month Sharing 24/10/24 Bonfire Night 05/11/24 Remembrance Day 11/11/24 Valentine’s Day – local history 14/02/25 Day of Welcome 14/06/25 (TBC)</p>	<p>Enrichment ideas – Autumn Experiences & Provocations o Looking at non-fiction photographs and videos of historical events and being given the chance to analyse these. Spring Experiences & Provocations o Photographs o Enactment day / visitor o Ask someone in the school community to share their Pompeii holiday experience. o Make a Roman mosaic o Making plaster of Paris artefacts o Organise an archaeological dig in school grounds? Summer Experiences & Provocations o Visit forum museum o Visit airfield o Tour of school searching for evidence o photographs and witness account.</p>	<p>Enrichment ideas – Autumn Experiences & Provocations o Visiting Strangers Hall in Norwich and engaging in a workshop surrounding toys from the past with a member of their team. o Meeting some people who experienced the 1960s first hand to discuss what it was like. o See and have the chance to use 1960 toys first hand. Spring Experiences & Provocations o Role playing/hot seating historical figures. o Read Little People, Big Dreams: Marie Curie. Summer Experiences & Provocations o Photographs o Articles o Records Malala Day 12th June</p>

Year 3	Year 4	Year 5	Year 6
<p>Key Objectives</p> <p>Skills Categorise and classify, compare and contrast, describe, empathise, explain, identify, observe, select, sequence, reason and speculate, recall, summarise, synthesise.</p> <p>Knowledge <u>Introduction: 'What is history?'</u></p> <p><u>How did the lives of ancient Britons change during the Stone Age?</u> How do people often imagine the Stone Age to be like? Who left their footprints on the beach and what were they doing there?</p> <ul style="list-style-type: none"> • Pupils will describe typical lifestyles from the Stone Age period of history • Pupils will identify some Stone Age stereotypes which are likely to be accurate or anachronisms. • Pupils will know that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain with the beginning of the Bronze Age. 	<p>Key Objectives</p> <p>Skills Categorise and classify, compare and contrast, describe, empathise, explain, identify, observe, select, sequence, reason and speculate, recall, summarise, synthesise.</p> <p>Knowledge <u>Introduction: 'What is history?'</u></p> <p><u>How did the arrival of the Romans change Britain?</u> Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius. Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43. Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans. Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision. Understand through explanation the difference between historical evidence and legends and folklore.</p>	<p>Key Objectives</p> <p>Skills Apply, categorise and classify, compare and contrast, critique, empathise, evaluate, explain, hypothesise, justify, synthesise, informed conclusion, reasoned judgement.</p> <p>Knowledge <u>Introduction: 'What is history?'</u></p> <p><u>Why did the ancient Maya change the way they lived?</u> Core Knowledge 1. Pupils will know the location of the countries and cities of the modern-day region of Central America 2. Pupils will know who the ancient Maya were and some of their achievements 3. Pupils will know the features and purpose of the structures of the ruined Maya city of Chichen Itza 4. Pupils will know the purpose of a range of ancient Maya artefacts from the city 5. Pupils will know how the ancient Maya farmed using mountain terraces Hinterland Knowledge • Pupils will know the natural features of the environment and climate of Central America • Pupils will know the way of life of the modern Maya people of</p>	<p>Key Objectives</p> <p>Skills Apply, categorise and classify, compare and contrast, critique, empathise, evaluate, explain, hypothesise, justify, synthesise, informed conclusion, reasoned judgement.</p> <p>Knowledge <u>Introduction: 'What is history?'</u></p> <p><u>How did a pile of dragon bones help to solve an Ancient Chinese mystery? (Shang Dynasty)</u> Core Knowledge 1. Pupils will know the Shang Dynasty was in northern China between 1600-1046BC 2. Pupils will know that the Shang Dynasty was at the same time as the Bronze Age in Britain and the Egyptian civilisation 3. Pupils will know what artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty 4. Pupils will know what the likely purpose was of carved oracle bones in the Shang Dynasty 5. Pupils will know how life during the Shang Dynasty compared with life for most people in Bronze Age Britain • Pupils will know what the artefacts and remains found in the tomb tell us about the person who was probably buried there</p>

<p>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</p> <ul style="list-style-type: none"> Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age; <p>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</p> <ul style="list-style-type: none"> Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required; <p>Why was the Red Lady of Paviland so important?</p> <ul style="list-style-type: none"> Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence); <p>How were people living in Britain at the end of the Stone Age compared with the beginning? Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age.</p>	<p>Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122; Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built; Describe what a gladiator was and what occurred at gladiatorial games. Explain who lanistae were and why they owned and trained gladiators in private schools. Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints.</p> <p><u>Who were the Anglo-Saxons and how do we know what was important to them?</u> Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever. Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment</p>	<p>Central America • Pupils will know how the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time</p> <p><u>Why was winning the Battle of Britain in 1940 so important?</u> Core Knowledge</p> <ol style="list-style-type: none"> Pupils will know why Adolf Hitler came to power in Nazi Germany Pupils will know which countries were allies of Britain in the war Pupils will know why Nazi Germany invaded and occupied most of Western Europe by 1940 Pupils will know the main events of the Battle of Britain Pupils will know how and why Britain defeated Nazi Germany in the Battle of Britain <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> Pupils will know other victories within World War 2, such as the code breakers at Bletchley Park and the work of Alan Turing The achievements of those in Britain, such the Land Army and Home Guard Pupils will explore what it was like to be a child during WW2 Pupils will know why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion <p><u>What did King George VI mean when he said, 'The history of York is the history of England'?</u></p>	<p><u>The story of the Trojan Horse: historical fact, legend or classical myth?</u> Core Knowledge</p> <ol style="list-style-type: none"> Pupils will know what the term 'civilisation' means Pupils will know why Greece, 2500 years ago, became one of the most important places in the ancient world Pupils will know the area of the modern world that was once part of the empire of Ancient Greece Pupils will know what the major achievements of the Ancient Greece civilisation are Pupils will know the story of the 'Trojan horse' and know what it was believed to have been <p>Hinterland Knowledge</p> <ul style="list-style-type: none"> Pupils will know the difference between myth and legend Pupils will learn some of the myths and legends from the times of Ancient Greece Pupils will explore how Ancient Greece has affected the modern world <p><u>Why did Britain once rule the largest empire the world has ever seen?</u> Core Knowledge</p> <ol style="list-style-type: none"> Pupils will know what an empire is Pupils will know what a colony is Pupils will know the colonies that formed the British Empire at its height in 1921
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Pupils will begin to understand the chronology and dates of the Stone Age (between 850,000 and 950,000 years ago, ended approximately 4,500 years ago)

- Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today.

What is the secret of the standing stones (Bronze Age Britain)?

How do artefacts help us understand the lives of people in Iron Age Britain?

about why the Romans left Britain and the emotions the Emperor may have expressed;

Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns;

Describe and explain why Britain converted to

Christianity following the visit of Augustine and

make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been;

Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen;

Identify and describe the artefacts that were discovered in the Anglo Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out (homework)

4. Pupils will know the purpose and countries of the Commonwealth Hinterland Knowledge

- Pupils will know why Britain went to war with Argentina over the Falkland Islands in 1982
- Pupils will know why Britain built an empire beginning in the time of King James I and the benefits this brought to Britain
- Pupils will know the hardships faced by many indigenous people whose home these colonies were

	<p><u>What did the Vikings want and how did Alfred help to stop them getting it?</u></p>		
<p>NC expectations Changes in Britain from the Stone Age to the Iron Age.</p>	<p>NC expectations The Roman Empire and its impact on Britain.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>NC expectations A non-European society that provides contrasts with British history (Mayan civilisation around AD 900).</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A local history study, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</p>	<p>NC expectations The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of (the Shang Dynasty of Ancient China).</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
<p>Vocabulary: Autumn: Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-</p>	<p>Vocabulary: Autumn: Empire, Emperor, Invasion, Gladiators, Amphitheatre, Pacify, Civilisation, Celts, Iceni, Primary, evidence, Secondary, evidence, Archaic, Plundered, Folk, Law, Latin, Fortified, Barbarians, Colosseum, Magistrate, Plebeians. Spring: Anglo-Saxon, Primary evidence, secondary evidence, settlement, tribe, West Stow, farmers, thatched, Gothics, Barbarians, Sack of Rome, annotated, religion, superstitions, pagan, Visigoths, Christian, Germany, Picts, Vandals, Huns,</p>	<p>Vocabulary: Reconstruct, conquest, ceremonial, city-state, abandon, erosion, tropical, rainforest, expedition, rediscover, famine, priest, eclipse, deforestation, water cycle, restore, timeline, flash flood</p> <p>Alliance/allies, conflict, empire, Fuhrer, Prime Minister, Reich, RADAR, evacuation, combat, Blitzkrieg, Luftwaffe, RAF, democracy, chronology, causation, propaganda</p>	<p>Vocabulary: Change, causation, significance, sources, chronology, empathy, empathy, civilisation, dynasty, monarch, empire, society, war, conflict, religion</p> <p>Prehistoric, myth, legend, siege, authenticate, depiction, envoy, city state</p> <p>Imperialism, independence, self-determination, sovereignty, raw material, industrial revolution, missionary, referendum, crown dependency, colony, conquer, emperor/empress, monarchy,</p>

<p>dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; fields; quern; grain; flour; village; Skara Brae; pottery; flute; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury; fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement.</p>	<p>Franks, Saxons, alleged, defences, apologetic, empathise, weaker, vulnerable, Angles, Jutes, Denmark, Netherlands, Germany, reeds, decayed, disrepair, ruins, plundered, villages, extended family, forest, lowland, fields, flour, leather, Wodin, Eastre, Saxnet, Tiw, Thor, Frijia, feast, spring, Easter, Augustine, overseas, Kent, King Ethelbert, Church, stained-glass window, Pope Gregory, Bishop of Rome, Pope, Roman Catholic Church, slave, convert, church, abbey, priory, cross, devote, monk, nun, Lindisfarne, Whitby, portion. Summer:</p>		<p>freedom, Prime Minister, parliament, democracy, slave, rights, power, military</p>
<p>SMSC ideas – religions, beliefs, laws, viewpoints, conflict, democracy, diversity, parliament.</p>	<p>SMSC ideas – religions, beliefs, laws, viewpoints, conflict, democracy, diversity, parliament, imperialism and British history.</p>	<p>SMSC ideas – religions, beliefs, laws, viewpoints, conflict, democracy, diversity, parliament.</p>	<p>SMSC ideas – religions, beliefs, laws, viewpoints, conflict, democracy, diversity, parliament.</p>

<p>Enrichment ideas –</p>	<p>Enrichment ideas –</p>	<p>Enrichment ideas – Experiences & Provocations o Exploring ancient artefacts such as sketches, sculptures, figurines and hieroglyphics o Using journal entries o Using maps o Exploring texts and stories, both fictional and factual, to find out more about the Battle of Britain o Using maps to locate where the Battle of Britain took place o Using photographs and artefacts</p>	<p>Enrichment ideas – Experiences & Provocations o Photographs o Sculptures o Maps o Frescos o Drawings o Statues o Books o Artistic reconstructions o Artefacts o Photographs o Sculptures o Maps o Statues o Books o Paintings o Films o Murals</p>
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All year groups - Modelled vocabulary and definitions

History

The study of past events with a written record. Learning about events of a particular time, country, or subject.

Continuity

Things and ways of life that have remained mostly the same.

Change

Inventions or events that resulted in something very different from what was normal in the past.

Cause and effect

The effect of a historical event on peoples lives.

Evidence

All the things that help historians work out how and why something happened in the past and whether it is true or not.

Primary or first-hand evidence

Evidence which comes from direct personal observation or experience, such as letters written by an eyewitness.

Secondary or second-hand evidence

Accounts or depictions from people who were not eyewitnesses, e.g. later artists or historians.

Prehistory

The study of past events during which evidence of ways of life is based on artefacts rather than anything written.

Archaeologists

People who study human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.

Reconstruction

Rebuilding something from the evidence available today.

Authenticate

To prove or show something to be true.

BC 'Before Christ' *non-Christian alternative* **BCE** 'Before the Common Era'

The event took place a certain number of years before the birth of Jesus. As dates get closer to the birth of Jesus, the numbers get smaller.

AD 'Anno Domini'

The event took place a certain number of years after the birth of Jesus. If a date has no letters it is always AD.

Timeline

Events put in chronological order, the order in which they happened.

Legend

An old, traditional story about a place, person or event that has been passed on from person to person and includes some true events or historical facts but is mostly made up.

Myth

A story which has symbolic or figurative meaning and does not include any true events. Myths are created to explain things people did not understand at the time, such as how the world came into existence.

Significant

Something or someone sufficiently great, impactful or important to be worthy of attention.

Anachronism

Anything that could not have existed at a particular time in history, either because it had not been invented by then or no longer existed.

Empire

A large area of many different countries or states where all the peoples are ruled by the supreme authority of one person or emperor.

Artefacts

Objects made by a human being.

Decade

Historians divide years to help put events in chronological order, make comparisons and observe and measure change over time. A decade is 10 years.

Century

Historians divide years to help put events in chronological order, make comparisons and observe and measure change over time. A century is 100 years.

Millennium

Historians divide years to help put events in chronological order, make comparisons and observe and measure change over time. A millennium is 1,000 years.

Monuments

Fact

Something that is known or has been proved to be true.

something that has been constructed, like a statue or building, as a symbol to commemorate an event, notable person or spiritual belief.

Commemorate

To celebrate, remember or show respect for something, someone or somewhere.