

The Bishop's CE Primary Academy Curriculum Plan

Subject: History

Milestones	Y	Autumn	Spring	Summer
<p><b>Investigate and interpret the past</b> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b>Build an overview of world history</b> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Understand Chronology</b> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives.</p> <p><b>Communicate Historically</b></p>	1	<p><b><u>King Charles III</u></b> <b>Key Tasks:</b> <b>The children will be able to present information demonstrating the key events in King Charles III life.</b> <b>The children will know why King Charles is a significant figure.</b> <b>They will be able to demonstrate their understanding of the main changes that have occurred in Britain during King Charles' reign and some of the ways that these changes have impacted on life today.</b> <b>The children will know that King Charles is Supreme Governor of the Church of England. They will know what the Commonwealth is and who the King welcomes to Great Britain.</b> <b>The children will be able to present different ways the public can learn about the Royal Family.</b></p>	<p><b><u>Neil Armstrong</u></b> <b>Key Tasks:</b> <b>The children will know and present information on the main events in Armstrong's life on a timeline. They will understand why the American leaders wanted to send someone to the moon</b> <b>They will think about the questions they would like to have asked Neil Armstrong when he returned and what the possible answers would be.</b> <b>The children will be able to present information on how long Neil Armstrong and Buzz Aldrin spent on the moon, what they did and why they were so famous.</b> <b>The children will look at primary and secondary sources and discuss what information it gives them about the space mission. They will learn about what astronauts of Apollo 11 left behind and what it said.</b> <b>The children will be able to share their learning about the moon.</b></p>	<p><b><u>The Steam Engine</u></b> <b>Key Tasks:</b> <b>The children will learn what a steam engine is and why it was important in changing transport history and the lives of those involved.</b> <b>The children will know who the people were who helped develop the steam engine.</b> <b>The children will learn about how life changed for the population once steam engine travel was more widely available. They will be able to identify famous steam locomotives eg The Flying Scotsman.</b> <b>The children will be able to present information about Bressingham Steam Museum following a visit to demonstrate their understanding.</b></p>

<p>Use words and phrases such as: • a long time ago • recently • when my parents/carers were children • years, decades and centuries to describe the passing of time. Show an understanding of concepts such as: • nation and a nation's history • civilisation • monarchy • parliament • democracy • war and peace.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary</p>	<p>Queen Elizabeth II monarch coronation decade government political tradition Commonwealth</p>	<p>Neil Armstrong commander achievements breakthrough plaque exploration</p>	<p>Steam Engine significant transportation turbine centuries vital locomotives consequence</p>
<p>Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy</p>				
<p>2</p>		<p><b><u>Significant events in the locality - Dr Allan Glaisyer Minns</u></b> <i>(A half term workshop on the life and work of Doctor Minns - Britain's First Black Mayor. Led by staff at Thetford Ancient House Museum)</i> <b>Key Tasks:</b> <b>The children will use a timeline to present key information about Dr. Minns.</b> <b>The children will know about the important things Dr. Allan Minns did for Public Health in England and how his actions have changed life today.</b> <b>The children will identify and understand the significance of Dr Minns election as the first black Mayor in England making comparisons to today.</b></p>	<p><b><u>The Great Fire of London</u></b> <b>Key Tasks:</b> <b>The children will be able to present information from the fire and other dates from that century on a timeline.</b> <b>The children will learn about why the fire of London was so big and why it spread so quickly. They will know where the fire spread and identify the path on a map.</b> <b>The children will learn about someone who lost their home in the fire and present this information to demonstrate their understanding.</b> <b>The children will discuss whether all the primary sources of evidence were destroyed in the fire and be able to discuss the importance of evidence left.</b> <b>The children will be able to talk about the effect the fire had on people's daily life</b></p>	<p><b><u>Florence Nightingale</u></b> <b>Key Tasks:</b> <b>The children will use a timeline to present information about key events in the life of Florence Nightingale.</b> <b>The children will learn about the important things Florence Nightingale did and how her actions changed medical care. They will compare and contrast the hospitals during the Crimean war with today.</b> <b>The children will know about the Crimean War - when it took place, what caused it and its impact on life.</b> <b>They will identify Crimea on a map.</b> <b>The children will understand the importance of Florence Nightingale's book in moving nursing to become a respected profession.</b></p>

		<b>The children will be able to identify and present information about the significance of Dr. Allan Minns and his contributions to Norfolk.</b>	<b>and lessons learnt regarding how houses were built.</b>	<b>The children will identify whether Florence Nightingale was the first person to become a nurse and make reference to previous learning.</b>
	Key Vocabulary	Dr Allan Glaisyer Minns election Mayor Public Health Norfolk Influential achievement	The Great Fire of London decades congested flammable architects eyewitness extract	Florence Nightingale insanitary significant improved conditions legacy influential Crimea war
		Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy		
<b>Investigate and interpret the past</b> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some	3	<b><u>The Stone Age</u></b> <b>Key Tasks:</b> <b>The children will learn, organise and present information about agriculture during the Stone Age. The children will learn about the change from Hunter-gatherer to permanent settlers and will be able to explain the reasons for this. They will know how food was found during this period. The children will know what sources of evidence are available to tell us about the Stone Age and</b>	<b><u>Ancient Egypt</u></b> <b>Key Tasks:</b> <b>The children will be able to present information on a timeline with dates from the Egyptian era, adding other historical dates known to them to the timeline. The children will learn information about what makes the Ancient Egyptians significant and be able to present this learning including through the use of influential artefacts from the Ancient Egyptian era. The children will know why the Rosetta stone such an important artefact?</b>	<b><u>A local History Study – The British Maharaja</u></b> <i>(A half term topic to look at the life of Maharaja Duleep Singh, The last Maharaja of Punjab, and how he came to be involved with Thetford. The topic is run in conjunction with Thetford's Ancient House Museum).</i> <b>Key Tasks:</b> <b>The children will learn about items traded with India in the 1840's, including spices, and top tea producing countries of today. The children will learn about the English-Sikh war of the 1840's and a</b>

<p>of the main events and changes in history.  <b>Build an overview of world history</b>  Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain: from ancient to medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p><b>use these to support their understanding.</b>  <b>The children will be able to organise and present information demonstrating their learning about the changes that occurred during the Stone Age and the three periods of this time in history.</b></p>	<p><b>The children will learn and present information about ancient Egyptian gods and their influence on Egyptian daily life. They will know about the Egyptian social pyramid, comparing and contrasting the daily life of pharaohs and ordinary people.</b></p>	<p><b>soldier's life, explaining what it would have been like for people at this time. The children will learn about common foods of India and present information on these. The children will learn about Duleep Singh, organising and presenting his family tree before creating a timeline including the key events of his life. The children will investigate Duleep Singh's life in the UK and his links to Queen Victoria. They will compare and contrast his life in the UK with his life in India.</b></p>
<p><b>Understand Chronology</b>  Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.  <b>Communicate Historically</b>  Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Key Vocabulary</p> <p>Stone Age  ancestors  consequence  climate  nomadic  communal  historical sources  ancestors  archaeologists  identities  density  scavenging  technology  migrate  permanent  predators  archaeologists  sophisticated  preoccupied</p>	<p>Ancient Egypt  influential  fertile  irrigation  immortality  rituals  decipher  archaeologists  canopic jars  sarcophagus  mummy  temples  engineering  architects  commemorate  achievements  afterlife  preserve  essential</p>	<p>India  trade  spice  Sikh  Queen Victoria  maharaja  British Empire</p>

	processions	embalmed eternity pharaoh	
	evidence, historical source, account, secondary, enquiry, historical enquiry, cause, consequence, locality, overview, ancient, medieval, culture, BCE (Before Common Era, formally BC), CE (Common Era formally AD), social, ethnic, society, change, concept, represent		
4	<p><b><u>The Roman Empire</u></b></p> <p><b>Key Tasks:</b></p> <p>The children will organise information about the Roman Empire, labelling a timeline with key dates in its history.</p> <p>The children will know who Romulus and Remus were?</p> <p>The children will be able to compare and contrast daily life in Rome with that in Roman Britain.</p> <p>They will be able to explain, using historical vocabulary, the impact and influence of the Romans on Britain.</p> <p>The children will investigate some famous Roman buildings including the Colosseum and the events that took place in these buildings.</p> <p>The children will learn about what happened at Pompeii and be able to explain why Pompeii can tell us so much about Roman life.</p> <p>The children will investigate the life of Queen Boudicca.</p>	<p><b><u>The Anglo-Saxons</u></b></p> <p><b>Key Tasks:</b></p> <p>The children will be able to give reasons as to why the Anglo Saxons came to Britain.</p> <p>They will know and present information about the significant battles and the Anglo Saxon Kingdoms that</p> <p>Present information about Anglo Saxon Kingdoms using a map demonstrating how these changed over time.</p> <p>Present information about characteristics of Anglo Saxon life demonstrating their knowledge following a visit to West Stow.</p> <p>Present information about the burial site and artefacts found at Sutton Hoo and what this tells us about Anglo Saxon beliefs.</p>	<p><b><u>The Vikings</u></b></p> <p><b>Key Tasks:</b></p> <p>The children will create a timeline presenting the important dates in Viking history.</p> <p>The children will learn about the famous battles between the Vikings and the Anglo-Saxons and present this information using historical language.</p> <p>They will compare and contrast a famous ruler from the Anglo Saxon period with that of a Viking.</p> <p>The children will make observations about Viking sailors and organise information about Viking longboats including the presentation of information to demonstrate that the Vikings were not just fierce warriors.</p> <p>The children will organise information about Viking beliefs explaining how they differed from Christian beliefs.</p>

	Key Vocabulary	<p><b>The Roman Empire</b>  turmoil  frontiers  territory  dictator  assassinated  territory  economy  organised  importing  exporting  prosperous  acknowledged  territories  emperor  sanitation  resistance  archaeologists  preservation  erosion  mosaics  construction  architects</p>	<p>Anglo-Saxons  descendants  conquered  stability  collapse  chaos  upheaval  consequences  independent  allegiance  medieval  legacy  Christianisation  pagan  literature</p>	<p>Vikings  Scandinavia  explorers  colonised  evidence  raid  accounts  colonise  seaborne  navigation  symmetrical  reputation  colonisation  volatile  descendant</p>
<p><b>Investigate and interpret the past</b>  Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to</p>	5	<p><b><u>The Victorians</u></b>  <b>Key Tasks:</b>  <b>The children will learn and present information about significant events in the Victorian era using a timeline.</b></p>	<p><b><u>The Ancient Greeks</u></b>  <b>Key Tasks:</b>  <b>The children will label a timeline with important dates from Ancient Greek History and use historical vocabulary to add detail.</b></p>	<p><b><u>The Aztecs</u></b>  <b>Key Tasks:</b>  <b>The children will learn and present information about Aztec buildings and explain why this is an important part of understanding about the Aztecs.</b></p>
<p>evidence, historical source, account, secondary, enquiry, historical enquiry, cause, consequence, locality, overview, ancient, medieval, culture, BCE (Before Common Era, formally BC), CE (Common Era formally AD), social, ethnic, society, change, concept, represent</p>				

<p>form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. <b>Build an overview of world history</b> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p><b>The children will understand and be able to describe the experience of children in Victorian times.</b></p> <p><b>The children will present information on some significant technological innovations during the Victorian era.</b></p> <p><b>The children will understand and present information about how much of the world was ruled by the British during the Victorian era using a map. They will explore some of the positive and negative consequences of Britain’s empire.</b></p> <p><b>The children will demonstrate knowledge in comparing and contrasting rural and urban settlements before and after the Industrial Revolution.</b></p> <p><b>The children will learn about a story by Charles Dickens or one of the Brontë sisters and explain the influence of significant Victorian authors on people's daily lives.</b></p>	<p><b>The children will explore some of legacies of Ancient Greece.</b></p> <p><b>The children will describe how artefacts and remains help historians understand everyday life in ancient times.</b></p> <p><b>The children will list some Greek myths and legends.</b></p> <p><b>The children will explain what a city-state is.</b></p>	<p><b>The children will present a chronology of Tenochtitlan from its founding to modern times. The children will highlight what has changed and what has stayed the same.</b></p> <p><b>The children will know about the Aztec warriors and compare this information with their previous learning about Roman Soldiers.</b></p> <p><b>The children will present their thoughts and ideas examining whether Hernan Cortes was an explorer, soldier, pirate, businessman or adventurer?</b></p> <p><b>The children will know about Aztec beliefs and rituals and present information explaining why art was so important to the Aztecs.</b></p>
<p><b>Understand Chronology</b> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of</p>	<p>Key Vocabulary</p> <p>The Victorians empire poverty revolution consequence law conditions innovations workforce</p>	<p>Alexander The Great inherited empire legacy conquest conquering Hellenization</p>	<p>The Aztecs nomadic conquistadors Mesoamerican irrigation chinampas engineered intricate textiles</p>

<p>continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.</p> <p><b>Communicate Historically</b> Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>		<p>economy representation parliament exploration uncharted missionaries achievements Raj</p>		<p>ingenious aqueducts currency influence conquered captives</p>
		<p>suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias, culture</p>		
	6	<p><b><u>The Tudors</u></b> <b>Key Tasks:</b> <b>The children will understand and present information about who the Tudors were and how they became the ruling family of England and Wales.</b> <b>The children will learn about the reign of Elizabeth I and present this information to demonstrate their knowledge.</b> <b>The children will present information about the Spanish Armada.</b> <b>The children will understand what Tudor artefacts tell us about daily life and how this differed for the rich and poor. (Tudor Banquet)</b> <b>The children will learn about Elizabethan leisure activities</b></p>	<p><b><u>The Maya</u></b> <b>Key Tasks:</b> <b>The children will know about who the Maya were and what happened to the Maya civilisation. They will know about the scientific achievements of this time.</b> <b>The children will present information about Maya city-states and understand the characteristic features of a Maya settlement and city.</b> <b>The children will learn about Maya religious ceremonies and how these were important for the people. They will compare and contrast their knowledge of Maya culture will previous learning about the Aztecs.</b> <b>The children will know about the Maya writing system and Maya calendar system, and demonstrate their understanding of why scribes were such significant and respected people.</b></p>	

		<b>including information about the Globe Theatre.</b>		
	Key Vocabulary	Tudors monarch medieval legacy Reformation Protestant Church alliance heir rebellion parliament military devout civil war prosperity flourish philosophy expeditions	Maya abandoned overpopulation uninhabitable traditions irrigation terracing architects agriculture expansion yields sacrifice ceremony anthropologists innovations codices conquistadors	Communism significant influences decades evacuated evacuation propaganda amphibious Blitz atomic Holocaust legacies declaration dispute rationing
		suitable, hypothesis, testable, reliable, culture, racial, diverse, characteristic features, analyse, justify, propaganda, bias, culture		