


Burford Primary School: History - Curriculum sequence and progression of skills

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|  | EYFS Past & Present | Lower School Vocabulary | | |
| Vocabulary | <p>past, present, future, timeline, now, family, parents, grandparents, auntie, uncle, cousin, old, new, young, before, then, age, memory, objects, same, different, change</p> | <p>Movers and Shakers: activist, artist, campaign, chronological order, discovery, explorer, fact, invention, monarch, monument, opinion, protest, rights, role model, scientist, sculpture, significant, speech, statue, suffragette, timeline, travel, viewpoint, vote Significant people: Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare School Days: arithmetic, blackboard, cane, centenary, dunce's hat, education, era, future, Industrial Revolution, leisure, lesson, misbehave, needlework, past, playground, present, punishment, Victorian, woodwork Childhood: adult, artefact, baby, birthday, child, childhood, coronation, decade, elderly, family, family tree, old, past, present, teenager, today, toddler, wedding, young Moon Zoom: achievement, American, astronaut, British, planet Earth, Helen Sharman, International Space Station, first, launch, land, mission, moon, moon buggy, Neil Armstrong, orbit, Russian, rocket, succeed, space race, Solar System, space, Tim Peake, Yuri Gagarin Magnificent Monarchs: AD (anno Domini), Anglo-Saxon, Bayeux Tapestry, castle, century, chronology, decade, empire, feudal system, future, heir, hierarchy, invasion, kingdom, knight, monarch, monarchy, monastery, Norman, palace, parliament, past, period, portrait, power, present, prince, princess, reign, religion, royal, rule, ruler, sovereign, timeline, year Six Significant sovereigns - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II Street Detectives: change, community, difference, environment, settlement, similarity</p> | | |
| National Curriculum | Knowledge & Understanding of the World: Past and Present 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 | Lower School Learning <p>Changes within living memory, family & local life, changes nationally: "School Days" – places & events in the local area teaches children about their own school and locality both today and in the past Events beyond living memory that are significant nationally or globally: "Moon Zoom" – first person in space and on the moon Lives of significant individuals in the past who have contributed to national and international achievements: "Movers and Shakers" – teaches children about historically significant people who have had a major impact on the world, using timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance, "Magnificent Monarchs" – teaches children about the English & British monarchy from AD 871 to the present day, using timelines, information about royal palaces, portraits and other historical sources, to build an understanding of the monarchs and research six of the most significant sovereigns. Compare some aspects of life in different periods: "School Days" – compare schooling in the Victorian era to children's experiences today "Childhood" – teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources Significant historical events, people and places in their own locality: "Street Detectives" – changes within living memory, significant people, places and events in the local area</p> | | |
| Knowledge Content | <p>Me & My Community: 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. Know that change happens to everyone. Changes happen in families and environments.</p> <p>On the Beach: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Know that the way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Use words that help us to describe the passage of time include yesterday, last week, before and then. Talk about the lives of the people around them and their roles in society.</p> <p>Big Wide World: Understand the past through settings, characters and events encountered in books read in class and storytelling. Know that some people in history are significant because they did important things that changed the world or how we live eg Charles Darwin Charles Darwin was a famous naturalist, he lived from 1809–1882 and was an expert in studying nature, plants, animals, rocks and fossils. Understand that stories, or narratives, can tell us about important things that happened in the past.</p> <p>Starry Night: 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. Know objects from the past can look different to objects from the present.</p> | <p>Movers and Shakers: Important individual achievements include great discoveries and actions that have helped many people. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past eg coins, buildings, written texts or ruins. Historical information can be presented in a variety of way, eg in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Categories for sorting significant people include explorers, activists, monarchs, scientists and artists. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Historical models help us to organise and sort historical information. In history, the term significant individual describes a person who is great, important or worthy of attention. Historians use different sets of criteria to help them make judgements about significance. An activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen. A viewpoint is a person's own opinion or way of thinking about something. A fact is something that is known or true. An opinion is a thought or belief about something.</p> <p>School Days: Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Aspects of everyday life include houses, jobs, objects, transport and entertainment. Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Historical sources include artefacts, written accounts, photographs and paintings. Identifying similarities and differences helps us to make comparisons between life now and in the past. Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> | <p>Childhood: Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Significant historical events include those that cause great change for large numbers of people - the coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London. Aspects of everyday life include houses, jobs, objects, transport and entertainment. Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Historical sources include artefacts, written accounts, photographs and paintings. Identifying similarities and differences helps us to make comparisons between life now and in the past. Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Photographs can be ordered chronologically on a timeline. A family tree is a diagram that shows the relationship between people in several generations of a family. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Everyday objects, such as baby bottles, clothing, toys and books, can tell us about childhood in the past. Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Important life events include occasions such as birthdays, religious or family celebrations and personal achievement Moon Zoom: Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Neil Armstrong was the first person to set foot on the Moon in 1969. This event won the space race for America and started a new era of space exploration. Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> | <p>Magnificent Monarchs: Important individual achievements include great discoveries and actions that have helped many people. Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Significant events affect the lives of many people over a long period of time and are sometimes commemorated eg, Armistice Day is commemorated every year on 11th November to remember the end of the First World War. Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Historical models help us to organise and sort historical information. A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. A historical period is an era or a passage of time that happened in the past eg Victorian Britain is a period in British history.</p> <p>Street Detectives: Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> |

| Upper School Vocabulary | | |
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| Vocabulary | <p>Fallen Fields: air raid, airship, alliance, Archduke Franz Ferdinand, armistice, assassinate, Commonwealth, conscription, David Lloyd George, Eastern Front, first-hand evidence, Gavrillo Princip, Hindenburg Line, home front, Kaiser Wilhelm II, Last Post, League of Nations, propagandas, Remembrance Sunday, Tomb of the Unknown Soldier, trench, truce, Tyne Cot Cemetery, Western Front, wreath Tribal Tales: animal skin, archaeologist, archaeology, armour, arrow, artefact, barrow, blade, bog, Britain, Bronze Age, burial ground, burial mound, canoe, cave art, ceremony, Celts, charcoal, cremate, dagger, defence, enemy, farm, farming, fishing, flint, fortified, fur, gathering, gold, grave, harpoon, hill, fort, historian, hunting, invasion, iron, Iron Age, jewellery, Lindow Man, lint, long barrow, memorial, Mesolithic, microlith, monument, Neolithic, net, nomadic, Palaeolithic, peat, prehistory, preserved, record, Roman invasion, roundhouse, ruins, sabre-toothed cat, settlement, settlers, site, spear, standing stones, stone, Stone Age, Stonehenge, summer solstice, sword, temple, thatch, tool, town, treasure, tribe, urn, village, warrior, weapon, winter solstice, woolly mammoth 1066 & beyond in Burford: chronicler, Civil War, Domesday Book, executed, levellers, Mercians, nutmeat, Norman Conquest, Oliver Cromwell, Priory, settlement, West Saxons Pharaohs: Africa, afterlife, ancient Egypt, Anubis, archaeologist, burial chamber, Cleopatra VII, craftsperson, culture, curse, desert, embalming, Giza, god, goddess, hierarchy, hieroglyphics, Howard Carter, Julius Caesar, Lord Carnarvon, Nile, noble, peasant, pharaoh, priest, pyramid, Ra, Remesses II, ritual, Roman, Rosetta Stone, scribe, slave, soldier, spirit, sphinx, Tefnut, temple, tomb, Tutankhamun, Valley of the Kings, vizier Invasion: Angle, Anglo-Saxon, archbishop, Battle of Hastings, Celt, Celtic, Christianity, church, Danelaw, East Anglia, Essex, heptarchy, hierarchy, invader, invasion, Jorvik, Jute, Karl, Kent, king, kingdom, longship, Merca, monastery, monk, myth, mythology, Norman, Northumbria, Old English, pagan, Pict, raider, Saxon, Scandinavian, Scot, settlement, slave, Sussex, Sutton Hoo, trader, Viking, Wessex I am Warrior: amphitheatre, aqueduct, arena, armour, Augustus Caesar, Britannia, bronze, Celt, century, chariot, coin, conquer, craftsperson, dagger, defend, denarii, drainage system, elect, emperor, Emperor Claudius, empire, farming, formation, fort, gathering, gladiator, gladius, Hadrian's Wall, helmet, hunting, invader, iron, king, leader, legion, province, Queen Boudicca, rebellion, revolt, Roman, Roman baths, Roman calendar, Roman numerals, Roman Republic, roundhouse, Roman senator, sewerage system, shield, slave, soldier, Spartacus, spear, sword, testudo, trade, tribe, underfloor heating, villa, war, warrior, wattle and daub, wood Groundbreaking Greeks: acropolis, Aegean Sea, agora, ancient Greece, Archaic period, architecture, artefact, Assembly, Athenian, Athens, black-figure pottery, Bronze Age, Byzantium, citadel, citizen, city state, Classical period, comedy, Corinth, Crete, Dark Age, Delphi, democracy, evidence, god, goddess, golden age, Hellenistic period, hierarchy, historian, Knossos, legacy, literature, mathematician, Mediterranean Sea, Minoan civilisation, monarchy, Mount Olympus, Mycenaean, Mycenaean civilisation, mythology, myth, Neolithic, oligarch, Olympia, Olympic Games, Parthenon, Persian Empire, philosopher, philosophy, playwright, primary source, red-figure pottery, secondary source, slave, social class, Sparta, theatre, tragedy, Trojan War, tyranny, tyrant Maafa: abolsh, Abolition of the Slave Trade Act, abolitionist, Africa, Americas, apprenticeship, Atlantic Ocean, auction, Britain, Caribbean, civilisation, coastal fort, colonisation, Congo Basin, cotton, dehumanise, descendant, discrimination, emancipation, enslavement, explorer, exploitation, export, freedom, Gold Coast, import, indigenous, Industrial Revolution, Islam, Kingdom of Benin, maafa, merchant bank, mistreatment, natural resource, New World, Nigeria, oppression, parliament, petition, plantation, plantation owner, port, Portugal, punishment, Race Relations Act, racial ideology, racism, rebellion, resistance, restrain, revolt, Royal Navy, runaway, Sahara, Seychelles, shackles, slave ships, slave trade, slavery, Slavery Abolition Act, Spain, sugar cane, trader, trafficking, transatlantic slave, trade, West Indies, western Europe, Windrush generation</p> | |
| | Upper School Learning | |
| National Curriculum | <p>Changes in Britain from the Stone Age to the Iron Age – “Tribal Tales”: Stone Age to Iron Age The Roman Empire and its impact on Britain – “I am Warrior”: Roman Britain Britain’s settlement by Anglo-Saxons and Scots & the Viking and Anglo-Saxon struggle for the Kingdom of England – “Invasion”: Anglo Saxons & Vikings in Britain up to the Norman Conquest A local history study – “1066 and beyond in Burford” – a study of an aspect of history or a site dating from a period before 1066 that is significant in our locality A study of an aspect or theme in British history – “Fallen Fields”: World War 1 thematic study The achievements of the earliest civilisations – “Pharaohs”: Ancient Egypt Ancient Greece – “Groundbreaking Greeks”: Ancient Greece developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece A non-European society that provides contrasts with British history – “Maafa” – a study of Benin (West Africa) c. AD 900-1300.</p> | |
| | <p>Fallen Fields: The First World War; Causes; Timelines; Significant people; Rationing; Significant events; Propaganda; Remembrance Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Tribal Tales: Prehistoric Britain – Stone Age to Iron Age The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> | <p>1066 & Beyond in Burford: a study of St John's Church dating back from beyond 1066 battle of Burford on the site of the church. Chroniclers record a battle between the West Saxons and Mercians at Burford in 752. Æthelwulf, the Mercian standard-bearer who carried the flag with a golden dragon on it, was killed by the lance of his Saxon rival. <i>The Anglo-Saxon Chronicle</i> records: "A.D 752. This year Cutred, king of the West Saxons, in the 12th year of his reign, fought at Burford against Æthelbald king of the Mercians, and put him to flight". The historian William Camden (1551–1623) wrote: "...in Saxon Beorford [i.e. Burford], where Cutred, king of the West Saxons, then tributary to the Mercians, not being able to endure any longer the cruelty and base exactions of King Æthelbald, met him in the open field with an army and beat him, taking his standard, which was a portraiture of a golden dragon." In the late 16th or early 17th century the people of Burford still celebrated the anniversary of the battle. Camden wrote: "There has been a custom in the town of making a great dragon yearly, and carrying it up and down the streets in great jollity on St John's Eve". The field traditionally claimed to be that of the battle is still called Battle Edge. Burford Church is built: The town began in the middle Saxon period with the founding of a village near the site of the modern priory building. This settlement continued in use until just after the Norman conquest of England when the new town of Burford was built. The town centre's most notable building is the Norman Church of St John the Baptist. First reference to Burford is in the Domesday Book of 1086. Burford Priory houses a church community Burford Priory is a country house that stands on the site of a 13th-century Augustinian priory hospital. In the 1580s an Elizabethan house was built incorporating remnants of the building. It was remodelled in Jacobean style, probably after 1637. After 1912 the house and later the chapel were restored for the MP Emslie John Horniman, by the architect Walter Goffrey. From 1949 Burford Priory housed a community of nuns. In 1987, it became a mixed community including monks. In 2008 the community relocated and sold the property which is now a private dwelling. <i>A Time Team</i> excavation of the Priory in 2010 found pottery sheds from the 13th or 13th century. Burford church serves as a prison during the Civil War The church is known for its merchants' gull chapel, memorial to Henry VIII's barber-surgeon, Edmund Harman, featuring South American Indians and Kempe stained glass. In 1649 the church was used as a prison during the Civil War, when the New Model Army Banbury mutineers were held there. Some of the 340 prisoners left carvings and graffiti, which still survive in the church. On 17 May 1649, three soldiers who were Levellers were executed on the orders of Oliver Cromwell in the churchyard following a mutiny started over pay and the prospect of being sent to fight in Ireland. Corporal Church, Private Perkins, and Cornet Thompson were the key leaders of the mutiny and, after a brief court-martial, were put up against the wall in the churchyard at Burford and shot. The remaining soldiers were pardoned. Each year on the nearest weekend to the Banbury mutiny is commemorated as 'Levellers Day'. Pharaohs: Ancient Egypt The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Different world history civilisations existed before, after and alongside others. For example, the ancient <i>Sumer</i> existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Invasion: Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Aethelstan; Norman invasion; Legacy Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time. A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Very significant historical events has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. The Norman invasion was caused by the death of Edward the Confessor. There were three claimants to the throne, Harold Godwinson, Harold Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king, but then marched north and defeated Harald Hardrada at the Battle of Stamford Bridge. William then invaded the south coast and defeated Harold Godwinson at the Battle of Hastings. William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England. Anglo-Saxons and Scots from Ireland traded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. Bias is the act of supporting or opposing a person or thing in an unfair way. A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leaders. Historical terms include abstract nouns, such as invasion and monarchy.</p> |
| Knowledge Content | <p>I am Warrior: The Roman Empire and its impact on Britain A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Historical artefacts can reveal much about the object's use or owner. eg highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, milestones, scientific developments and deaths. The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. Groundbreaking Greeks: Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; The Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy Historical terms include topic related vocabulary, which may include abstract nouns, such as parasitry, civilisation, treason, empire, rebellion and revolt. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Continually is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Different world history civilisations existed before, after and alongside others. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Maafa: Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act, Equality Act; Significant black Britons; Multiculturalism Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. Common traits include personal charisma, strong beliefs, the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. The British economic growth between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Different types of bias include political, cultural or racial. Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events could change over time. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing the life of the source was written at the time (primary evidence) or after the event (secondary evidence). Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> | |

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| Historical Enquiry | <p>Listen to stories and talk about significant people who lived in the past and significant events that happened in the past.</p> <p>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p> | <p>Use a range of historical artefacts to find out about the past.</p> <p>Express an opinion about a historical source.</p> | <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Use historical sources to begin to identify viewpoint.</p> | <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> | <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Identify bias in primary and secondary sources.</p> <p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> | <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p> | <p>Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> |
| Historical Knowledge and Interpretation | <p>Understand that a story is not about now.</p> <p>Describe some similarities and differences between things in the past and the present.</p> <p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Show an interest in different occupations and the lives of familiar people.</p> <p>Recognise and discuss how they have changed from when they were babies.</p> <p>Explore and talk about important events in the school or locality's history.</p> | <p>Describe an aspect of everyday life within or beyond living memory.</p> <p>Describe changes within or beyond living memory.</p> <p>Identify some key features of a significant historical event beyond living memory.</p> <p>Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>Understand the term significant and explain why a significant individual is important.</p> <p>Describe a significant historical event in British history.</p> <p>Identify similarities and differences between ways of life within or beyond living memory.</p> | <p>Describe and explain the importance of a significant individual's achievements on British history.</p> <p>Describe how an aspect of life has changed over time.</p> <p>Describe, in simple terms, the importance of local events, people and places.</p> <p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>Describe what it was like to live in a different period.</p> <p>Describe the everyday lives of people in a period within or beyond living memory.</p> <p>Explain why an event from the past is significant.</p> <p>Describe the hierarchy of a past society.</p> | <p>Describe how past civilisations or lives of people in Britain developed over time.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Make choices about the best ways to present historical accounts and information.</p> <p>Explain the similarities and differences between two periods of history.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Describe the everyday lives of people from past historical periods.</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life.</p> | <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Compare and contrast two civilisations.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p> <p>Describe and explain the impact of a past society on a local settlement or community.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Use more complex historical terms to explain and present historical information.</p> | <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Create an in-depth study of an aspect of British history beyond 1066.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Describe the achievements and influence of an ancient civilisation on the wider world.</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Explain why an aspect of world history is significant.</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Study a feature of a past civilisation or society.</p> | <p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p>Evaluate the human impact of oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Present a detailed historical narrative about a significant global event.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Use abstract terms to express historical ideas and information.</p> |
| Chronological Understanding | <p>Talk about "when I was a baby".</p> <p>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p> | <p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Order information on a timeline.</p> | <p>Sequence significant information in chronological order.</p> <p>Use the historical terms year, decade and century.</p> | <p>Sequence dates and information from several historical periods on a timeline.</p> | <p>Sequence significant dates about events within a historical time period on historical timelines.</p> | <p>Sequence and make connections between periods of world history on a timeline.</p> | <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> |