



St Nicholas C of E (VA) Primary School and Nursery

History Curriculum Overview Year A

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Values	Year A Compassion and Thankfulness	Forgiveness and Truthfulness	Service and Justice
Nursery	'Understanding the world' objectives from the EYFS Curriculum specific to History: <ul style="list-style-type: none"> Looking at family trees, talking about relations and who is oldest / youngest. Looking at baby pictures and noticing what has changed. Talking and sharing information about significant events and their own experiences. 		
Reception	'Understanding the world' objectives from the EYFS Curriculum specific to History <i>Past and Present ELG Children at the expected level of development will:</i> <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 style="text-align: center;"><u>Family</u></p> Explore and talk about photos, objects and stories linked to families, relations and the lives of people around them and their roles in society.	<p style="text-align: center;"><u>Peepo</u></p> Explore the book 'Peepo!' and look at the pictures and about how life was similar or different including old and new toys. Visit to Stevenage Museum to explore and discuss historical household objects.	<p style="text-align: center;"><u>Space</u></p> Explore the first moon landing and why Neil Armstrong is an important person from the past.
	<p>School wide focus on Black History Month in October</p>		
KS1 National Curriculum Expectation	<i>Pupils should be taught about:</i> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. 		

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



<p>Year 1 and 2</p> <p>Year A</p>	<p>The Stuarts: The Great Fire of London & The Gunpowder Plot</p> <p>Abstract concept: Monarchy, Parliament. How was London different in the 17th Century? Which major events preceded the fire? Why did the fire in 1666 burn down so many more houses than in other fires at the time? How do we know what happened during the fire?</p> <p>Historical Skills to be covered: Events beyond living memory Can give clear explanation of a historic event offering two or three reasons why an event took place Can sequence parts of a more complex story where action take place over a period of time an can use phrases such as 'over 300 years ago.' Can offer reasons as to why changes occur.</p> <p>Knowledge and understanding of events, people and changes in the past/ Historical Interpretation . Children understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital. They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones. They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time. They can explain how the appearance of London changed after the Fire both the houses and the street layout and that the fire led to better fire service. In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames travel.</p> <p>Chronological Understanding- September 1666 Sunday 2 nd (morning)-The fire started in a bakery in Pudding Lane owned by Thomas Farriner. The fire spread quickly and by 7 o'clock in the morning more than 300 houses had been destroyed Sunday 2 nd (afternoon)- Some people tried to stop the fire spreading. The King was told of the fire and he ordered the Mayor to knock down any houses to stop it spreading.</p>	<p>Let me Entertain You – Comparing Toys from the past</p> <p>Children will look at toys throughout history, from Victorian times to present day. Exploring how toys have changed over time and how we know they have changed.</p> <p>Historical skills to be covered: Begin to describe similarities and differences in artefacts and photos. Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) Sort photos and artefacts into 'now' and 'then' and describe why. To start to generate their own questions.</p> <p>Knowledge and understanding of events, people and changes in the past/ Historical Interpretation The focus is emphatically on looking at concepts such as similarity and difference as well as old and new and change through time. Children develop an understanding of the terms same and different, now and then and begin to use them. They start to distinguish old and new. Pupils can describe how toys change as children grow older. They can match toys to children of the right age. A well-loved and much played with toy might look 'old' when it was purchased only a short time ago. In the same way old toys can look 'new' when they have been carefully handled and treasured. Having lots of examples of old and new photos, toys and familiar domestic items will help here. Pupils are able to give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too.</p>	<p>Nursing (Florence Nightingale, Mary Seacole, and other women in science)</p> <p>Abstract concept: Empire Explore the roles and lives of influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today</p> <p>Historical Skills to be covered: Identify similarities / differences between Significant individuals Ask and answer questions Recognise why people did things, why events happened and what happened as a result Make simple observations about different types of people and events Talk about who was important and why</p> <p>Knowledge and understanding of events, people and changes in the past/ Historical Interpretation To know what impact Mary Seacole had and why. To know the cause and effects of Mary Seacole's actions and what happened as a result. Recount parts of historical stories Tell the difference between past and present Place events/ artefacts linked to the person on a timeline</p> <p>Chronological Understanding 1805 Mary Seacole born in Kingston Jamaica 1820 Florence was born in Florence Italy 1836 Mary marries 1851 Florence became a nurse 1853 The Crimean war started 1854 Mary travels to England to train to be a nurse, she is not allowed 1854 Florence travelled to Turkey to make sure hospitals were clean 1855 Florence came back to England 1855 Mary travels to the Crimea and starts her own British hospital</p>
--	--	---	---

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



Monday 3rd - People realized they couldn't stay any longer and escaped on foot and on river barges. The fire got worse; many more buildings were destroyed including St. Paul's Cathedral.

Tuesday 4th - They even tried blowing up houses with gunpowder to stop the fire spreading even further. . By night the fire was close to the Tower of London.

Wednesday 5th - The wind died down and the fire stopped spreading so quickly

Thursday 6th -. By evening all the fires had been put out.

Key Vocabulary for historical period

Cathedral- Very large church, place of pilgrimage and seat of the bishop

Diary- In which people write about their life Writing to remember where something happened. Evidence- Clues used to work out what happened.

Pitch/ tar- Thick, black liquid that easily caught fire.

Squirts- Old fashioned water carrier. Thatch- Straw

used for a roof covering Warehouse- Large storehouse.

People The Duke of York

King Charles II

Samuel Pepys

Thomas Bludworth

Thomas Farriner

Historical Enquiry

Use stories to interpret fact or fiction. Talk to adults and decide how reliable the sources are. To find out about the past from a range of sources and information (stories, eye witness accounts, artefacts, visits to museums, books, internet sources, paintings and pictures). To ask questions.

<https://www.museumoflondon.org.uk/museum-london/great-fire>

Possible Questions

How can we work out why the Great Fire started? What happened during the Great Fire and how do we know?

Why did the Great Fire burn down so many houses?

Could more have been done to slow the spread of the fire?

How did people manage to live through the Great Fire? How shall we rebuild London after the Great Fire?

Organisation and Communication

Communicate their knowledge through: Discussion

Drawing pictures Drama/role play Making models

Writing Using ICT

Pupils are able to think of 3 different types of evidence they might use to explore a question.

Pupils are able to describe changes across two generations.

Children are able to carry out a simple survey, interviewing grandparents and posing relevant questions. Pupils show that they are able to see toys within their context, by identifying past and present and matching the relevant toys/games to right person.

They can use appropriate language to talk about the past using conventional terms such as 'When my grandma was a girl ', 'A long time ago', 'When my Mum and Dad were at school' etc.

Pupils show that they can confidently identify old toys. They can explain why their chosen toy is old using at least 3 criteria

Through playing games pupils will understand some of the social differences between when their grandparents were children and now and build a chronology of toys. Pupils can communicate ideas of the development of toys over time by designing and making a game/toy of the future. Pupils can take inspiration from designs throughout history.

Pupils to learn what a decade means and look at toys from 5 five different decades - the 1950s, 1960s, 1970s, 1980s and 1990s and what toys were popular in each decade.

Chronological Understanding – Toys

1950's- hula hoops, original Mr Potato Head and Barbie first introduced

1960's- Etch-a-sketch, yo-yo's, hot wheels

1970's- Spirograph, Trolls, Space Hoppers

1980's- Game Boy, Transformers, Cabbage Patch

1990's- Tamagotchi, Power Rangers,

Talkboy

1856 Mary returns to England, homeless and ill

1857 Mary writes a book about her life

1859 Florence opened a training school for nurses

1881 Mary dies.

1883 Queen Victoria awards Florence the Red Cross

1910 Florence died aged 90.

Key Vocabulary for historical period

Monarch- A person who reigns over a kingdom or empire.

Scutari- When they arrived, the nurses found the army hospital in Scutari in a terrible state. It was overcrowded and filthy, with blocked drains, broken toilets and rats running everywhere. Disease spread quickly.

Disease- A condition that causes harm to the health of a person, animal, or plant.

Infection- An illness caused by spreading germs. Crimean

War- The war where Mary Seacole and Florence

Nightingale served as nurses.

Patient A- person who is ill in hospital.

Hygiene- Activities which help to maintain good health especially through cleanliness.

Health- Health is defined as keeping your body working at its best.

Exercise- An activity requiring physical effort, carried out to sustain or improve health and fitness

Historical Enquiry

Use stories to interpret fact or fiction

Talk to adults and decide how reliable the sources are

To find out about the past from a range of sources and information (stories, eye witness accounts, artefacts, visits to museums, books, internet sources, paintings and pictures)

To ask questions

<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39>

- BBC Bitesize has lots of videos and information about Florence Nightingale.

<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt>

- BBC Bitesize has lots of videos and information about

**Literacy Links**

Samuel Peypys' Diary
 Toby and the Great Fire of London, Vlad and the Great Fire of London, The Great Fire of London; An illustrated history

Opportunities for Diversity

How London Has Changed Diwali Black History Month (October) Local Authors and Local Poets
 Poets Corner - Black History Month 2021 Local Poet: Rachel Long (Octavia Write Yourself Free)

Key Vocabulary for historical period

Traditional, well-loved, generations,

Subject specific vocabulary

Chronology, Sources – primary and secondary, old, new, past, present, changes, sort, same, different

Historical Enquiry

Use stories to interpret fact or fiction

Talk to adults and decide how reliable the sources are

To find out about the past from a range of sources and information (stories, eye witness accounts, artefacts, visits to museums, books, internet sources)

To ask questions.

Possible Questions

What are our toys like today? How can we tell toys are old? What were our grandparents' toys like and how do we know? Who played with these toys a long time ago? What toys have changed over time? What toys have stayed the same?

Organisation and Communication

Communicate their knowledge through: Discussion/Drawing pictures Drama/role play/Playing Games/Making models/Writing/Using ICT

Literacy Links

Traction man by Mini Gray
 Dogger by Shirley Hughes
 Too Many Toys! by Heidi Deedman; Lost in the Toy Museum by David Lucas; Laura Charlotte by Kathryn O Galbraith; Timothy's Teddy: A True Story by Joanna Harrison; Old Bear, by Jane Hissey; Midnight Teddies, by Dana Kubick; The Tusk Fairy by Nicola Smee; The Toymaker by Martin Waddell; Nothing, by Mick Inkpen; All kinds of toys by Roderick Hunt; Changing Times: Toys and Games, by Ruth Thomson; History from

Mary Seacole.

Possible Questions

Where is the Crimean?

Why did Florence Nightingale and Mary Seacole go there? Did they work together? What were conditions like? Why didn't Mary get the Red Cross?

Organisation and Communication

Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT

Literacy Links

Little People Big Dreams: Florence Nightingale, Little People Big Dreams: Marie Curie, Vlad and the Florence Nightingale Adventure, Who was Florence Nightingale? - BBC Bitesize Florence Nightingale facts for kids | National Geographic Kids (natgeokids.com) Big Book of Florence Nightingale

Opportunities for Diversity

Mary Seacole and the Crimean War History Makers The Extraordinary Life of Mary Seacole Naida Redgrave Untold Stories (Stories of the Victorians) – Hackney's Diverse Curriculum <https://www.black-history.org.uk/19th-century/1857-mary-seacolethe-black-nurse> Jamaica was part of the British Empire (1797-1962).



		<p>Objects: Toys, by Karen Bryant-Mole; Looking at Teddy Bears, (Big Book) by Sallie Purkis; Our Toys, by Joan Blyth; Picture the Past: Toys, by Jane Shuter; Teddy Bears; by Sallie Purkis</p> <p>Opportunities for Diversity Williams Doll by Charlotte Zolotow</p>	
	<p>Enrichment opportunities: Visit to Stevenage museum, visit from the fire brigade, Visit to the toy museum, grandparent to visit the class and talk about their toys, a selection of old and new toys. 'Now Press Play experience'</p>		
<p>KS2 National Curriculum Expectation</p>	<p><i>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i></p>		
<p>Lower KS2 Year A</p>	<p style="text-align: center;"><u>Ancient Egypt</u></p> <p>Abstract concept: Empire</p> <p>Historical Skills to be covered: Use timelines to place and sequence local, national, and international events. Sequence historical periods. Describe events using historical vocabulary. Identify changes within and across historical periods. Describe the main changes in a period in history using historical vocabulary.</p> <p>Knowledge and understanding of events, people, and changes in the past/ Historical Interpretation: Place the Ancient Egyptian civilisation on a world history timeline. Describe what society was like in Britain at the start of the Ancient Egyptian civilisation. Organisation of Ancient Egypt into families or dynasties. The power of the Pharaoh and symbols and riches connected with them .Famous Pharaohs including: The life of Tutankhamun. How did his reign change life for the Ancient Egyptians?</p>		<p style="text-align: center;"><u>Anglo-Saxons and Vikings</u></p> <p>Abstract concept: Monarchy</p> <p>Historical Skills to be covered: Use timelines to place and sequence local, national, and international events. Note connections, contrasts, and trends. Use vocabulary such as social, religious, and cultural to explain historical events and changes. Choose reliable sources of factual evidence about events, people, and changes within a period. Evaluate different interpretations of the past to reach a balanced conclusion. Evaluate different sources of information and identify those useful for tasks.</p> <p>Knowledge and understanding of events, people, and changes in the past/ Historical Interpretation: Place significant dates concerning the Anglo-Saxons on a timeline of British History. What is a settlement and what should it provide? Techniques used by the Anglo-Saxons for their buildings. The Anglo-Saxon way of life including homes, food, farming, clothing, jobs, and leisure. Compare the lives of Anglo-Saxons' to today. Where did the Anglo-Saxons' and Vikings come from. Identify changes and links within and across the time periods studied. The beliefs of the Vikings. Explore the Viking invasion from the Anglo-Saxon point of view and give clear reasons why there may be different accounts of history.</p>

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



Artefacts linked to the Pharaoh including chariots and weapons.
 Mummification – processes and rituals.
 The importance placed on burial and pyramids.
 Gods that the Ancient Egyptians worshipped – Amun, Ra, Anubis, Horus, Thoth, Isis, Osiris.
 The Egyptian way of life including homes, food, jobs, clothing, jewellery, hair and makeup, schooling, and leisure time.
 How life was different for women/men and boys/girls.
 How did the Egyptian way of life differ from other ancient civilisations?
 Egyptologists and their discoveries, such as, hieroglyphs, Rosetta stone, and tombs.
 The impact of Howard Carter’s discovery.

Chronological Understanding:

- 7500 BC First settlers in the Nile valley.
- 3500 BC First use of Hieroglyphics.
- 3100 BC Narmer unites regions of lower and upper Egypt.
- 2650 BC First pyramid built.
- 1336 BC Tutankhamun becomes ruler.
- 332 BC Alexander the great conquers Egypt.
- 196 BC Rosetta stone carved.
- 30 BC Egypt becomes a Roman province.
- 1922 CE Howard Carter discovers Tutankhamun’s tomb.

Key Vocabulary for historical period:

Afterlife, Akhet, Canopic jars, Dynasty, Egyptologist, Hieroglyphics, Mummification, Papyrus, Pharaoh, Sarcophagus.
 Subject specific vocabulary Chronology Sources – Primary and Secondary

Historical Enquiry:

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits

Know that people (now and in past) can represent events or ideas in ways that persuade others.
 The Viking way of life including homes, food, farming, clothing, jobs, and leisure.
 Viking traders (link to Geography).
 Viking Mythology, Gods and Goddesses.
 The Norse Nine Worlds
 Ordinn and the Tree of Life.

Chronological Understanding:

- 449CE England is invaded.
- 793CE Vikings invade Britain.
- 871 – 899 CE King Alfred rules Wessex
- 1016 – 1035CE Danish King Canute rules England
- 1042-1066CE Edward the confessor rules and his death leave no clear successor
- 1066CE - King Harold killed in battle of Hastings.

Key Vocabulary for historical period:

Anglo-Saxon, Viking, Longboat, Burgh Interpretation, Martyr
 Subject specific vocabulary Chronology Sources – Primary and Secondary

Historical Enquiry:

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.
 Ask a range of questions about the past. Choose reliable sources of evidence to answer questions.
 Realise that there is often not a single answer to historical questions.

Possible Questions:

Was the Anglo-Saxon period really a dark age for Britain? Consider art, literature, and religion.
 What did the Vikings want from Britain? What did they bring? When did Christianity come to Britain?

Organisation and Communication:

Present structured and organised findings about the past using a variety of techniques Use dates and terms accurately. Choose most appropriate way to present information to an audience.

Literacy Links:

Beowulf – Michael Morpurgo
 Anglo-Saxon Boy – Tony Bradman Beowulf – Rob Lloyd Jones and Victor Tavares Beowulf – Michael Morpurgo King Arthur and the knights of the round table The History Detective Investigates – Neil Tongue (non-fiction) Explore! Anglo Saxons – Jane Bingham
 The Vikings: Raiders, Traders, and Adventurers Marcia Williams Viking Boy – Tony Bradman

Learning, Loving, Living in God’s Family

“But I am like an olive tree flourishing in the house of God; I trust in God’s unfailing love forever and ever. Psalm 52:8



to collect information about the past.
Ask a range of questions about the past.
Choose reliable sources of evidence to answer questions.
Realise that there is often not a single answer to historical questions.
Use primary and secondary sources.

Possible Questions:

What can we quickly find out to add to what we already know about Ancient Egypt? How can we discover what Ancient Egypt was like over 5,000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tell us about everyday life for men, women, and children? What did the Ancient Egyptians believe about life after death and how do we know? What did Ancient Egypt have in common with other civilisations at that time?

Organisation and Communication:

Present structured and organised findings about the past using a variety of techniques.
Use dates and terms accurately.
Choose most appropriate way to present information to an audience.

Literacy Links:

The Egyptian Cinderella – Shirley Climo.
The Mummy ate my Homework – Thiago de Moraes.
The Scarabs secret – Nick Would.
Tutankhamun’s Treasure: Discover the secret tomb of Egypt’s Ancient King – David Long (Dyslexia Friendly – Non-fiction).
Marcey Riddle and the Sphinx – Joe Todd Stanton (graphic novel).
Meet the ancient Egyptians – James Davis.
Egyptology – Search for the tomb of Osiris - Dugald Steer.

Opportunities for Diversity:

BBC Bitesize Ancient Egypt -
<https://www.bbc.co.uk/bitesize/topics/zq87xnb> (OED)

The saga of Erik the Viking – Terry Jones and Michael Foreman Arthur and the Golden Rope Viking Voyageurs Viking Longship – Mick Manning and Brita Granstrom

Opportunities for Diversity:

Who are refugees and migrants? – Michael Rosen and Anne Marie Young (OED)



So, you think you've got it bad: A kid's life in Accient Egypt – Chae Strathie and Marisa Morea.
 The Scarab's Secret by Christina Balit (picture book) (OED)
 There's A Pharoah in Our Bath! by Jeremy Strong (OED)
 The Genius of Egypt by Marlon McKenny (OED)
OED –opportunities to explore diversity.

Enrichment opportunities
 Visiting workshops, British museum, river Lee links to Vikings (Stansted Abbots) 'Now Press Play experience', Celtic Harmony, visit to Verulamium Museum. Cathedral and Abbey Church of St Albans, Alban Pilgrimage approx. June 22nd.

Upper KS2
 Year A

World Wars

Abstract concept: Parliament, Monarchy, Empire

Historical Skills to be covered:

Recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.
 Describe different periods in time, including cultural ideas, beliefs, and attitudes.
 Find out about the past by asking and answering questions, selecting, and using a range of sources of information to provide evidence.
 Evaluate sources of information- recording and drawing conclusions.
 Consider the significance of main events. Give reasons for, and results of, these events and changes.

Knowledge and understanding of events, people, and changes in the past/ Historical Interpretation:

Causes of World War 1-assassination of Archduke Ferdinand.
 Who was the war between?
 The importance of keeping the Empire strong.
 How and where the battles were fought.
 Trench warfare and how this compares to World War 2, Falklands, Ukraine, and other Wars.
 How did war change lives of those at home?
 The role the Empire had in the war.
 The role the Royal Family had in the War.
 Life as a soldier.
 The way in which soldiers are remembered – link to Remembrance Day.
 Treaty of Versailles

Causes of the start of World War 2 – political climate at the time.
 Links to be made to extent of Hitler's empire. Understand the events that lead to the battle of Britain and place significant events on a timeline.
 How people were treated in the War – persecution, war camps.
 Understanding the extent of life during the war including rationing, evacuation, and air raid shelters.
 Significant events leading to the end of World War 2 including the involvement of other countries.

Mayans

Abstract concept: Empire

Historical Skills to be covered:

Explain how some events from the past affect life today.
 Describe the main changes within a period being studied.
 Identify and give reasons for, results of, historical events, situations, changes.
 Give own reasons why change has occurred, backed up by research evidence.

Knowledge and understanding of events, people and changes in the past/ Historical Interpretation:

The development of the Maya civilisation into a world-wide context, in comparison with contemporary Britain society.
 Compare the history and effects of invasion on Maya and Anglo-Saxon culture.
 Learn about the family orientated society of the Maya community in this creative and practical block.
 Find out about the childhood of the Maya and how skills were passed down from parents.
 Learn about the importance of music to the Maya
 Discover foods eaten by the Maya community. Research Maya clothing, headdresses and hairstyles and go on to discover the modern culture and struggles of the Maya people.

Chronological Understanding:

- 2000 BC Some ceremonial centres were built-in modern-day Guatemala.
- 1000 BC Mayan culture was well established.
- 250CE Mathematics and astronomy were adopted.

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



The role that Winston Churchill played.
 The important role women played.
 The diversity of the troops.

Chronological Understanding:

- June 28, 1914 – Archduke Ferdinand assassinated by a Serbian Man.
- June 28, 1914 – Austria-Hungary declares war on Serbia, beginning World War 1 (The Great War)
- August 2-7, 1914 – Germany invades Luxembourg.
- August 4, 1914 – Britain declared War on Germany
- August 10, 1914 – Austria-Hungary invade Russia.
- June 28, 1919 – Treaty of Versailles is signed by Allied and Germany.
- September 1, 1939 – Germany invades Poland September 3, 1939 – Britain and France declare war on Germany.
- January 1940 – Rationing introduced May to June 1940 – Dunkirk evacuated, and France surrenders to Germany.
- July 1940 – Germany launches attacks on Great Britain. Germany, Italy, and Japan signed the Tripartite pact creating the axis alliance December 7, 1941 – The Japanese attack the US navy in Pearl Harbor.
- June 6, 1944 – D Day
- April 30, 1945 – Hitler commits suicide.
- May 7, 1945 – Germany surrenders.

Key Vocabulary for historical period:

Allies, Armistice, Artillery, Battlefield, Bayonet, Cannon, Civilian, Conflict, Flanders Field, Front line, Infantry, Mortar, No Man's Land, Poppy, Remembrance Day, Rifle, Trench, Western Front, Treaty, Appeasement, Allies, Invasion, Evacuee, Black out Air raid, Rationing, Axis, Nazi, Blitz, Holocaust, Luftwaffe, Dictator, Propaganda, Subject specific vocabulary Chronology Sources – Primary and Secondary

Historical Enquiry:

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.
 Ask a range of questions about the past.
 Choose reliable sources of evidence to answer questions.
 Realise that there is often not a single answer to historical questions.
 Understand the difference between primary and secondary sources.

Possible Questions:

Who was involved in the world wars? How did war change the lives of people at home and those in other

- 840 CE The Mayan population reached 5 million which caused deforestation.
- 909 CE Long term drought – was this the start of the Mayan downfall? Final date inscribed by the Mayans.

Key Vocabulary for historical period:

Colonisation, Deforestation, Predictions, Astronomy, Calendars, Temple, Chichenitza, Hieroglyphs, Tzolkin, Haab, Sacrifice, Rituals.

Historical Enquiry:

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.
 Ask a range of questions about the past.
 Choose reliable sources of evidence to answer questions.
 Realise that there is often not a single answer to historical questions.
 Understand the difference between Primary and secondary sources.

Possible Questions:

How did Mayan life compare to modern society? When was the Mayan civilisation? What was the Mayan civilisation like? What happened to the Mayan people around 900 CE? In what ways has Mayan culture extended to modern day life? Why did ancient Mayan cities stay hidden for so long?

Organisation and Communication:

Present structured and organised findings about the past using a variety of techniques.
 Use dates and terms accurately.
 Choose most appropriate way to present information to an audience.

Literacy Links:

Middle world – J&P Voelkel
 Rain player – David Wisniewski
 The chocolate tree – Linda Lowery



countries? What was the difference between World War 1 and 2? Why did Britain have to go to war in 1914 and 1939? Why was it necessary for children to be evacuated and what was the experience of evacuation really like? How was Britain able to stand firm against the German threat? Which 8 objects should we show to explain how Britain coped with the effect of war on the home front? Why is it difficult to be sure what life was really like on the home front? What was VE Day really like?

Organisation and Communication:

Present structured and organised findings about the past using a variety of techniques.

Use dates and terms accurately.

Choose most appropriate way to present information to an audience.

Literacy Links:

Letters from the Lighthouse

The Boy in the Striped Pyjamas

Goodnight Mr Tom

The Story of the Second World War for Children: 1939- 1945 - Peter Chrisp

Remember World War II: Kids Who Survived Tell Their Stories - Dorinda Makanaonalani Nicholson

The diary of Anne Frank – Anne Frank

The lion and the Unicorn

The journey

The Piano (Short Film)

Opportunities for Diversity:

Once (Once/Now/Then/After) - Morris Gleitzman

Black and British (WW2) David Olusoga

World War Two - BBC Teach Life for the Jewish community and minorities in Nazi Germany - CCEA -

GCSE History Revision - CCEA –

BBC Bitesize Black British Soldiers in WW2 | The Forgotten Fighters (blackpresence.co.uk)

<https://www.theroot.com/remembering-the-forgottenblack-heroes-of-wwii-1790861534>

<https://www.nam.ac.uk/schools/learningresources/commonwealth-soldiers-western-front>

Understanding the role and importance of women in the wars.

The Hero twins against the lord of death.

The great Kapok tree.

The History detective investigate - Mayan Civilisation,

Daily life in the Mayan Civilisation.

History in Infographics - The Mayans.

Opportunities for Diversity:

The chocolate tree – a Mayan folktale – Linda Lowery

The true ancient Maya – non-fiction – Jackie Maloy

Rain player – David Wisniewski

The Great Kapok Tree

Enrichment opportunities

Duxford museum, Easneye wood plane crash 1942, War memorials in local areas, Henry Moore, North Weald Airfield Museum, British Museum. ‘Now Press Play experience’ Visit from ex-service personnel, letters from the frontline. Visit to local war memorial, History off the page. Victorian school, Hitchin, Hatfield House, St Albans Cathedral, Tudor school – Ashwell museum.