

# CURRICULUM DESIGN for HISTORY

## History INTENT

Mosaic Jewish Primary School is a small community situated in part of South West London. Our location has influenced the decisions made in designing this curriculum. As an urban city, there is a strong need for pupils to understand themes of change through time and how London has impacted on local, national and international history. Through using the themes of 'Changes Through Time', 'Explorers and Pioneers', 'Ancient Civilizations' and 'Conflict and Resolution', each enquiry builds from the prior knowledge gained and enables our children to think deeper about their understanding of History. Deliberate curriculum choices have been made to enable the children to conduct historical enquiry both in the class and through fieldwork and trips wherever possible. Our curriculum refers to the rich archaeological and historic treasures and sites available to us.

## History IMPLEMENTATION

History follows the National Curriculum; objectives are delivered through long and short enquiries. Children are 'hooked' into their learning before working through an enquiry-based approach. The 'voices' (historical concepts) ensure skills specific to History are taught each and every year and are based in the aims of the national curriculum. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future enquiries. At the end of the enquiry, a high-quality 'outcome' is shared with parents and/or the school community. We assess the impact of the enquiry through SLT reviews: The Head of School meets with children and questions them on their learning and determines the depth of their knowledge as well as their reflections on the core values that they were working on. Topic pages and quizzes are also conducted at the beginning and end of the enquiry to give a numerical track to progress. Children will enjoy school trips, welcome visitors and view artefacts, utilising the resource centre which is on our doorstep— all of which works to enrich their experience within History.

For those children that show a particular enthusiasm for the subject, they have the opportunity to become a 'Graduate.' Our Graduation scheme gives children the chance to explore learning beyond the National curriculum. This scheme focuses on Inspirational and Influential people within History.

## History IMPACT

Impact of teaching and learning will be determined through SLT reviews, subject lead drop ins, assessment through topic pages/quizzes and pupil voice. This information will be collated in our 'Quality of Education' document. We will know we have been successful if children have met their 'end points' which are specified in the planning document.

# Progression of Knowledge

Our history curriculum for KS1-KS2 follows four main themes: Conflict and Resolution, Changes Through Time, Explorers and Pioneers and Ancient Civilisations. There is an expectation that children will use their prior learning and build upon this as they journey through Mosaic Jewish Primary School. Children will reach an **end point** where their understanding of history has been strengthened and deepened through this purposefully mapped out curriculum.

In Early Years, children would encounter History through Understanding of the World; using key events in the calendar allows EYFS children to gain some awareness of historical and cultural events. Year 1 build on this prior learning and extend it through their fieldwork studies and deepened understanding of chronology and events beyond living memory. The EYFS curriculum is mindful of how their curriculum can be used to create the foundations of prior knowledge which we build upon as children journey through Year 1 and KS1.

Conflict and Resolution		Changes through time		Ancient Civilisations		Explorers and Pioneers			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Long Enquiry	<b>Conflict and Resolution 1</b> Florence Nightingale Mary Seacole	<b>Changes through time 1</b> Toys	<b>Conflict &amp; Resolution 3</b> Great Fire of London	<b>Changes through time 2 and 3</b> Kings and Queens Human rights (Matilda)	<b>Ancient Civilisation 1</b> Stone Age to Iron Age	<b>Conflict &amp; Resolution 4</b> The Struggle for England (Anglo Saxons, Celts, Vikings).	<b>Ancient Civilisation 2</b> The Mayan civilisation	<b>Explorers &amp; Pioneers 5</b> A comparative study of significant people in history and their impact on the British Railways.	<b>Conflict &amp; Resolution 6</b> World War 2 and the Creation of Israel
					<b>Conflict &amp; Resolution 4</b> Roman Empire			<b>Ancient Civilisation 3</b> Ancient Egyptians	<b>Ancient Civilisation 4</b> Ancient Greece and Modern Greece (comparison to the UK)
Short Enquiry	<b>Conflict &amp; Resolution 2</b> Gunpowder Plot	<b>Explorers &amp; Pioneers 1</b> Transport Amy Johnson	<b>Explorers &amp; Pioneers 2</b> Mary Anning, Christopher Columbus, Neil Armstrong & Matthew Henson	<b>Explorers &amp; Pioneers 3</b> Cornelius Balbus Expedition	<b>Explorers &amp; Pioneers 4</b> Ernest Shackleton	<b>Conflict &amp; Resolution 5</b> Titanic Who was to blame?	<b>Explorers &amp; Pioneers 6</b> North America My History		

End point:	<p><b>By the end of Key Stage 1</b>, children will:</p> <ul style="list-style-type: none"> <li>Have an understanding about some past events.</li> <li>Be able to talk in detail about the building and structure of castles.</li> <li>Have an understanding of conflict as a source for the study of history.</li> <li>Know of some key figures from the past, including explorers.</li> <li>Have an understanding of some nationally and internationally significant periods.</li> </ul>	<p><b>By the end of Key Stage 2</b>, children will build on their <b>prior knowledge</b> of the past and extend this further. Children will:</p> <ul style="list-style-type: none"> <li>Have an understanding of some major world ancient civilisations, including their nature, the end of their empires and their achievements.</li> <li>Be able to discuss cause and consequence of some major historical events.</li> <li>Know and understand the history of Britain through a range of significant time periods.</li> <li>Have an understanding of some key historical terms such as “empire” and “civilisation.”</li> <li>Have an understanding of a range of people who have changed the world or our understanding of it.</li> <li>Understand the history is an interpretation of the past using sources.</li> <li>Understand that evidence that is used to support understanding will lead to different views of the past.</li> </ul>
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## The Voices of History (Disciplinary Knowledge)

Woven through our History curriculum are our ‘Voices’. It is our intention that the voices are used, where appropriate, during history teaching. Children will therefore encounter these ‘Voices’ repeatedly throughout their time at Mosaic. They will use their prior knowledge of a specific ‘voice’, such as **Chronology** and build upon this in their Learning Enquiries. The ‘Voices’ are progressive.

<b>Chronology:</b> <b>Time is not organised.</b>		<b>Knowledge and Concepts: Knowledge is unique to each time period but is connected by concepts.</b>		<b>Cause and Consequence:</b> <b>A complex web</b>		<b>Change and Continuity: Whilst some things change, some things stay the same.</b>		<b>Evidential Enquiry:</b> <b>Evidence rarely speaks until it is questioned and needs interpreting.</b>	
EYFS	Learning about toys from the present and past through books and pictures. Using these to notice and comment on similarities and differences and create our own class non-fiction page about these differences.  I can recall and sequence some of my daily activities		Through our all about me topic the children about their family, bringing in photos of their family and creating a family display.  We look discuss what other families look like and how this differs from our own family  Understands historical importance by having hands on experiences.  Begin to make sense of their own life-story and family’s history	EYFS	We look at how we differ from one another through creating self portraits  Learning about old cars/castles/clothes etc using ‘You Choose’ and comparing similarities and differences between these to write down our choices	EYFS	Can notice and comment on similarities and differences between things in the past and now e.g. looking at where they live, their school, local transport compared to what they looked like 50 years ago.	EYFS	Understands the past through settings, characters and events from books read in class and storytelling

KS1	<p>I can put areas I have studied in order.</p> <p>I can use simple historical terms.</p> <p>I can sequence and understand the terms past and present.</p> <p>I can match objects and artefacts to times I have studied. This can include photographs.</p>	KS1	<p>I recognise some differences between past and present.</p> <p>I can listen to adults and look at sources to tell me about the past.</p> <p>I learn key facts and information about the period studied.</p> <p>I recount episodes from the past.</p> <p>I can find out about the lives of everyday people.</p>	KS1	<p>I can give simple reasons for events in the past (e.g., why castles were built)</p> <p>I understand the people often cause change and this can have long term impact.</p>	KS1	<p>I can explain simple similarities and differences. (E.g., castles and houses have doors, but the materials may vary)</p> <p>I can understand some things change quickly and may have long lasting impacts (e.g. the starts of war)</p> <p>I can identify differences between ways of life at different times.</p> <p>I can compare pictures of people and things in the past.</p>	KS1	<p>I can find answers to simple questions about the past using sources of information.</p> <p>I understand and explain some of the ways we find out about the past.</p> <p>I can use simple sources to answer questions, including handling the source.</p>
Y3/4	<p>I can describe key memories and events. I can begin to place events from periods studied on a timeline. I can use historical dates and terms linked to my periods of study (AD/ BC)</p> <p>I can place events I have studied on a timeline. relative to each other.</p>	Y3/4	<p>I can listen to stories and distinguish between fact and opinion.</p> <p>I have an understanding of the differences between fact and fiction.</p> <p>I can compare events from the past.</p> <p>I can identify similarity and difference between in the past and across different historical periods.</p> <p>I can use basic enquiry words to develop my factual knowledge (who, what, where, when)</p>	Y3/4	<p>I understand that people often motivate change and are impacted by it.</p> <p>I understand why the event under examination occurred.</p> <p>I understand what may have motivated the people who were involved in this event.</p> <p>I understand what changed in society as a result of the past event</p>	Y3/4	<p>I can study change over a longer period of history and across other periods. (e.g., how life changed from Stone Age to Iron age)</p> <p>I am able to explain some similarities and constants across the same periods (e.g., the need for shelter) I understand that not all things change, and some stay constant today.</p> <p>I understand that some things remain relatively unchanged. I understand change takes place relatively slowly across long time periods.</p>	Y3/4	<p>I can use several sources to find out about a period and so build a picture of the past. I can ask questions. I can select information to tell others about the past. I can use books and the internet for research. I being to understand about primary and secondary sources.</p>
Y5/6	<p>I can use relevant dates and terms across a number of studies. I can sequence key events within a time period studied.</p> <p>I can use timelines to help make comparisons within a time period studied and across time periods.</p>	Y5/6	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views. I can compare beliefs and behaviours across a time period. I am able to write another explanation of the past in a range of ways.</p> <p>As well as the enquiry words above, I am also able to ask and answer why, how, and so what?</p>	Y5/6	<p>I am able to write versions of the past in terms of cause and consequence. I can use evidence to support the views of cause and consequence. I understand that not all historians will hold the same views of cause and consequence, and this is also about evidence used.</p> <p>I have ways of checking these views by comparing facts or fiction or opinion.</p>	Y5/6	<p>I am able to decide what the situation was like before a historical development occurred.</p> <p>I am able to explain what was clearly different after this development. I am able to explain why this change occurred in terms of the causes of the change.</p> <p>I am able to explain why some things remembered the same. I am aware different evidence will give different reasons for change. I understand some of the changes that occurred from a certain event in terms of political, economic, social and economic change.</p>	Y5/6	<p>I recognise primary and secondary sources. I can use a wide range of sources to understand an aspect of the past. I can suggest areas that I need to find out about. I can build a fluent account of an aspect of the past from the sources that I have used.</p>

YEAR 1				
Theme	Conflict & Resolution 2	Conflict & Resolution 1	Changes through time 1	Changes through time 2
Duration	Short Enquiry Gunpowder Plot	Long Enquiry Florence Nightingale	Short Enquiry Toys	Long Enquiry Transport
National Curriculum	<ul style="list-style-type: none"> <li>✓ I can describe an event beyond living memory that is significant and nationally celebrated.</li> <li>✓ I can use language that relates to the passing of time.</li> <li>✓ I can put this event into a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can compare the lives of significant people.</li> <li>✓ I can recall significant historical events that impacted on locally and nationally.</li> <li>✓ I have studied the life of a significant individual that contributed towards a national achievement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can recall changes within living memory. Where appropriate these should be able to reveal aspects of change in national life.</li> <li>✓ I can use language that relates to the passing of time.</li> <li>✓ I can put this event into a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can compare the lives of significant people.</li> <li>✓ I can recall events beyond and within living memory that impact on national life and/or are globally significant.</li> </ul>
Specific content Substantiative knowledge	<p>Children need to know the story of Gunpower plot including Guy Fawkes and the failure of the plot to overthrow the King.</p> <p>Understand that we celebrate this failed attempt through firework displays.</p> <p><i>When learning about Gunpowder Plot children should be reminded of <b>Democracy</b> (Great British Value).</i></p>	<p>This enquiry will focus on the life of Florence Nightingale. Examining the greatest achievements and making their own opinions on her based on her contributions to the Crimean War as a nurse, transformation of care and caring for her soldiers.</p> <p>Children are taught to sequence events of her life and consequences of her achievements. They start to understand there are different representations based on sources available. It is important to compare and contrast the work of her and Mary Seacole, making links and discussions on how the contributions of both women should be commemorated in fairness.</p> <p><i>When learning about Florence, children should be reminded of <b>Individual Liberty</b>, making links to significant individuals who contributed to national and international achievements.</i></p>	<p>This enquiry will focus on toys and the Victorian times. It examines the toys, how they were played with and made from, sorting new and old, putting them in chronological order and how they might have been appreciated during the war.</p> <p><i>When learning about Toys, children should be reminded of <b>Individual Liberty &amp; Democracy</b> (Great British Value).</i></p>	<p>This enquiry will focus on the lives of transport and how it transformed throughout the years. (links with London and how the city grew in population and people were able to travel for work and for goods).</p> <p><i>When learning about Drake children should be reminded of <b>Individual Liberty</b> due to his links with the trade (Great British Value).</i></p> <p>Children will need to know that transport has developed over many hundreds of years and has played a significant part of our lives today. Linking infrastructure and how it helped our city grow to what it is today. Children also look at Amy Johnson and how she was significant to the aircraft industry</p>
Sequencing knowledge	<p><b>Prior knowledge:</b> a recollection of firework displays previously attended. Art work is created and discussions around Bonfire Night had.</p> <p><b>Future knowledge:</b> further significant national events (ref Y2 short LE: remembrance)</p>	<p><b>Prior knowledge:</b> during their learning in 'come tell me a story' and 'When I grow up' children will use their knowledge of people who help us, including nurses.</p> <p><b>Future knowledge:</b> further studies in war include the Romans and WW2 (ref Y3 long LE and Y6 long LE). Also links to whole school Remembrance activities and remembering those who have sacrificed their lives.</p>	<p><b>Prior knowledge:</b> 'All about me' and 'when I grow up' to experiment with toys and what children hold personal to them based on their personal experiences of toys and their childhood.</p> <p><b>Future knowledge:</b> extending learning on Victorians in Year 2 for Matilda and Human rights, (ref Y2 long LE and Y6 WW2 LE).</p>	<p><b>Prior knowledge:</b> Many children will be familiar with modes of transport, especially living in an urban community. Children are not always aware of the developments that were made to have the transport links and advanced transport we have today.</p> <p><b>Future knowledge:</b> apply their learning on transport with transport links ( ref with Y2 GFOL LE, Y3 SE and Y5 Great Railways LE).</p>

<b>Tier 2 and Tier 3 vocabulary</b>	Belief Government Conflict Diversity Archway Parliament Guard conspirators Plot Gunpowder	Conflict Charity Duty War Compassion Committed Contribution Changed Improved	Comparison Victorian Materials Old New Function Design Made	Exploration Travel Influence Changes City Roads Transportation
<b>Enrichment: trips, visitors etc</b>	Publicising local firework events.	Florence Nightingale Museum – London, for a workshop on her life and her contributions in the Crimean War.	Toy Museum, London	Science Museum, London
<b>Computing Links</b>	I pads: Children to use the chatterpix app to show what they know about Florence and Mary Seacole and role play to identify how they felt in certain events. Computers: Create firework pictures to experiment with colour and light.		<b>Virtual Reality:</b> “Class VR- Trip through Time” - giving students a chance to transport themselves into the past 100 years to see first-hand the toys and transport. Horse and carts stretching into the distance makes the unimaginable views they have been taught suddenly very imaginable. Alternatively, they can watch a 3D simulation of a child being alive during that time.	

YEAR 2				
Theme	Conflict & Resolution 3	Changes through time 2	Changes through time 3	Explorers and Pioneers 2
Duration	Long Enquiry GFOL	Long Enquiry Kings and Queens	Long Enquiry Children's Rights	Short Enquiry Explorers
National Curriculum	<ul style="list-style-type: none"> <li>✓ I can describe an event beyond living memory that is significant and nationally celebrated.</li> <li>✓ I can recall the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>✓ I can put this event into a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can compare the lives of significant people.</li> <li>✓ I can recall significant historical events that impacted on locally and nationally.</li> <li>✓ I have studied the life of a significant individual that contributed towards a national achievement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can recall changes within living memory. Where appropriate these should be able to reveal aspects of change in national life.</li> <li>✓ I can use language that relates to the passing of time.</li> <li>✓ I can put this event into a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can compare the lives of significant people.</li> <li>✓ I can recall events beyond and within living memory that impact on national life and/or are globally significant.</li> <li>✓ The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>
Specific content Substantiative knowledge	<p>Children need to know the sequence of the events, the significant landmarks and the conditions of why the fire spread so furiously. What London changed as a consequence and how the fire impacted different stakeholders during that time.</p> <p>When learning able children should be reminded of <b>Democracy</b> (Great British Value).</p> <p>Children explore this enquiry through sources, artefacts, role play, examining theories and listening to recounts of the great fire.</p>	<p>This enquiry will focus on Kings and Queens, it focuses on the tutor times and particularly Henry 8<sup>th</sup>. It looks at the Battle of Britain and the Tudor roses.</p> <p>Children are taught to chronologically order different periods of reign. It is important to examine artefacts and to draw from historical choices when making judgements on whether Henry 8<sup>th</sup> was an unruly King.</p> <p>When learning about Kings and Queens, children should be reminded of <b>Individual Liberty</b>, making links to significant individuals who contributed to national and international achievements.</p>	<p>This enquiry will focus on children's rights and the Victorian times. It examines the UN convention of a child and links it with Matilda. It examines the school conditions and conditions children had to live in and work in.</p> <p>When learning about Children's Rights, children should be reminded of <b>Individual Liberty &amp; Democracy</b> (Great British Value).</p> <p>Children will realise that children were not treated very well in the Victorian times. Children should be aware of Dr Barnardo and his significance today.</p>	<p>These enquires will focus on the lives of Christopher Columbus (exploring how diverse and unmoral he was), Neil Armstrong (space pioneer) &amp; Mary Anning (significant female pioneer) and Matthew Henson (African American explorer).</p> <p>When learning about Christopher Columbus children should be reminded of <b>Individual Liberty</b> due to his links with the slave trade (Great British Value).</p> <p>Children will need to know that adventure and being a pioneer requires planning and preparation &amp; organisation. Technology will also play a significant part. Children should be able to recall the impact these significant people have on life now.</p>
Sequencing knowledge	<p><b>Prior knowledge:</b> a recollection of firework displays previously attended. Art work is created and discussions around Bonfire Night had.</p> <p><b>Future knowledge:</b> further significant historical events (ref Y4 long LE, Y5 titanic SE, Y6 WW2)</p>	<p><b>Prior knowledge:</b> Linked with EYFS and terrific tales and understand fairy tales and royalty. Also, the monarchy knowledge from Victorian Era – Queen Victoria in Year 1.</p> <p><b>Future knowledge:</b> Links to ancient civilisations in Year 3, with BC settlements and rule, Y4 (saxon kings) Y5 (Ancient Egyptians) and Y6 with a focus on how an empire is led successfully.</p>	<p><b>Prior knowledge:</b> 'All about me' and 'when I grow up' to experiment with toys and what children hold personal to them based on their personal experiences of toys and their childhood and from Year 1, Victorian toys and traditions.</p> <p><b>Future knowledge:</b> extending learning on Victorians in (Y6 WW2 LE).</p>	<p><b>Prior knowledge:</b> Many children will be aware of other famous pioneers such as Amy Johnson in Year 1.</p> <p><b>Future knowledge:</b> Apply their learning on planning, preparation, transport and organisation to the explorers and pioneers associated with LE in Y3, Y4 and in Y6.</p>

<b>Tier 2 and Tier 3 vocabulary</b>	Fire hooks Leather bucket St Paul Cathedral River Thames Migrate Escape City	Era United Kingdom Reign Monarchy Tudors Edwardian House of York House of Lancaster	Comparison Victorian Materials Old New Function Design Made Workhouses	Empire Famous people / significant Education Exploration Travel Influence Diversity
<b>Enrichment: trips, visitors etc</b>	<b>Monument</b>	Hampton Court Place Tudors Workshop	Matilda Theatre Trip	Visit to Roehampton University for the day to access the forest school facilities and to have a go at being real life explorers.
<b>Computing Links</b>	Ipads: Research chronological timeline and discuss different eras.		Laptops: Research on the laptop to find out about explorers.	



# YEAR 3

Theme	Ancient Civilisation 1	Conflict & Resolution 4	Explorers and Pioneers 5
Duration	Long study (Stone Age to iron Age)	Long study (The Roman Empire and its impact)	Short Study Cornelius Balbus Expedition
National Curriculum	<ul style="list-style-type: none"> <li>I can begin to develop a chronological knowledge of British history.</li> <li>I understand how ancient societies change and evolve.</li> <li>I understand how historical knowledge is constructed through a range of sources.</li> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>I will study an aspect or theme of British history that extend pupils knowledge beyond 1066.</li> <li>This will include the study of Roman culture which is art and architecture and the study of the invasion of Britain. I will know about the legacy of Roman empire on Britain today</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Specific content	Children will need to know: <ul style="list-style-type: none"> <li>About early farmers and homesteads</li> <li>Bronze age religion, technology and travel e.g. Stonehenge and Iron Age Hill Forts including farming and arts.</li> <li>Changes across this period in the lives of humans including food/ shelter/ tools/trade. (Societal changes)</li> </ul>	Children will need to know: <ul style="list-style-type: none"> <li>Details of the invasion of Britain, including Julius Caesar’s attempted invasion in 55-54 BC and the successful invasion by Claudius</li> <li>The Saxon &amp; Celt resistance including Hadrian’s Wall and Boudica</li> <li>About the ‘Romanisation’ of Britain including baths, villas, roads and technology.  The governmental structure of the Roman empire including early references to democracy.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	When learning about Stone Age to Iron Age children should be reminded of <b>Rule of Law and Democracy</b> (Great British Value).	When learning about The Roman Empire children should be reminded of <b>Democracy and Individual Liberty</b> (Great British Value).	
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<p><b>Sequencing knowledge</b></p>	<p><b>Prior knowledge:</b> children may have visited Stonehenge and are likely to have heard of it. This will assist.</p> <p><b>Future knowledge:</b> Iron age forts become Roman fort locations (ref. Y3 long LE). Children will go on and study Invaders to Britain (Romans and Vikings Y3 and Y4 LE).</p>	<p><b>Prior knowledge:</b> previous study on Kings and Queens (ref. Y2 long LE). This enquiry will provide an understanding that people from foreign countries invade and settle which creates an impact on the conquest society.</p> <p><b>Future knowledge:</b> from 1066 and their learning on Castles Britain received no successful invasion. This learning will be applied to their long study on WW2 in Y6 with a specific reference to our ability to repel future this invasion (ref. Y6 Long Study). Roman empire and its eventual collapse in (ref. Y3, LE).</p>	<p><b>Prior knowledge:</b></p> <p><b>Future knowledge:</b></p>
<p><b>Tier 2 and Tier 3 vocabulary</b></p>	<p>Settlement Palaeolithic Neolithic Skara brae Thatched Mesolithic Homo sapiens Hunter Gatherer Cave paintings Hand-axe Nomadic Tribes Stonehenge Roundhouse</p>	<p>Conflict Invasion Exploration Long boat Thor Horn cup Archer Axe Runes Jorvik Danelaw Runes Warrior Boudicca Shield Invasion Empire Senate / Ceasar</p>	
<p><b>Enrichment: trips, visitors etc</b></p>	<p>Butser Farm – visiting a purpose built settlement where children can partake in activities such as cordage, chalk craving, excavation and be immersed in the daily lives of the stone age civilisations.</p>		
<p><b>Computing Links</b></p>	<p><u>Apps:</u></p>	<p><u>Apps:</u> “Rome Reborn: The Colosseum” – Virtual tourism app. Teleport from site. <b>Virtual reality-</b>“Rome Reborn” a 3D app that will allow users to take in Ancient Rome’s landmarks as if they were at their peak in 320 AD <b>Virtual reality-</b>“Sigurd and the Dragon Vr Experience” Hear the tale of Sigurd and the Dragon in amazing virtual reality. Stand inside a Viking longhouse whilst a real Viking regales you with mythological tales of dragons and swords! Designed for use in the classroom, this immersive app will take you back in time 1000 years to the Viking Age.</p>	

YEAR 4			
Theme	Explorers and Pioneers 4	Conflict & Resolution 5	Ancient Civilisation 2
Duration	Short study Ernest Shackleton	Long study (Anglo Saxons and Vikings struggle for the kingdom of England)	Long study (The Mayan Civilisation)
National Curriculum		<ul style="list-style-type: none"> <li>I will understand Viking raids and invasion and the idea of continued conquest.</li> <li>I continue to develop a chronological knowledge of history.</li> <li>I will understand Anglo Saxon government</li> <li>I will be able to compare Anglo Saxon government to the structure of society from Stone Age to Iron Age</li> </ul>	•
Specific content		Children will need to know: <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>The end of the Roman empire leads to a period of continued conquest by Scottish, Anglo Saxons, Celts and Viking.</li> <li>The cultural impact of a range of invading forces i.e. Vikings and influence on Christianity. Also, Anglo Saxon art and place names.</li> </ul>	•

		When learning about Anglo Saxon and Vikings children should be reminded of <b>Rule of Law and Democracy</b> (Great British Value).	
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Sequencing knowledge	<p><b>Prior knowledge:</b> apply their knowledge on the structure of British society from Ancient Civilisation 1 (ref. Y3 long LE).</p> <p><b>Future knowledge:</b> children will be able to make comparisons with Egyptian society when studying the Romans in Y4 (ref. Y4 long LE).</p>		<p><b>Prior knowledge:</b> previous study on Castles (ref. Y1 long LE). This enquiry will provide an understanding that people from foreign countries invade and settle which creates an impact on the conquest society. The previous study on the Roman empire and its eventual collapse will also be referred to here. <b>Future knowledge:</b> from 1066 and their learning on Castles Britain received no successful invasion. This learning will be applied to their long study on WW2 in Y6 with a specific reference to our ability to repel future this invasion (ref. Y6 Long Study).</p>	<p><b>Prior knowledge:</b> previous ancient civilisation studies to include the Egyptians. Apply their learning from these enquiries.</p> <p><b>Future knowledge:</b> build on their knowledge of great ancient civilisations by learning key knowledge about the Greeks.</p>
Tier 2 and Tier 3 vocabulary			<p>Conflict Invasion Exploration Long boat Thor Horn cup Archer Axe Runes Jorvik Danelaw Runes Warrior Boudicca Shield</p>	<p>Invasion Empire Senate / Ceasar Centurion Canopic</p>
Enrichment: trips, visitors etc				Local history (Roman Exeter) visit
Computing Links	<p><u>Apps:</u> "Ancient Egypt for Ipad" - A virtual field trip to visit the great temple at Abu Simbel and many more ancient sites (compatible with Ipad IOS 5+)</p> <p>"The Pyramids" 3D representation of exploring inside the pyramids and tombs. Panoramic views. Specific written text telling the old tales whilst children explore.</p>		<p><u>Apps:</u> "Rome Reborn: The Colosseum" – Virtual tourism app. Teleport from site. <b>Virtual reality-</b>"Rome Reborn" a 3D app that will allow users to take in Aciend Rome’s landmarks as if they were at their peak in 320 AD <b>Virtual reality-</b> "Sigurd and the Dragon Vr Experience" Hear the tale of Sigurd and the Dragon in amazing virtual reality. Stand inside a Viking longhouse whilst a real Viking regales you with mythological tales of dragons and swords! Designed for use in the classroom, this immersive app will take you back in time 1000 years to the Viking Age.</p>	

**YEAR 5**

**YEAR 6**

Theme	Ancient Civilizations 4	Exploration and Pioneers 2	Ancient civilisations 5	Conflict and Resolution 6
Duration	Short study (Ancient civilisations: Greece)	Long study A comparative study of significant people in history linked by the theme.	Short study (Ancient civilisation: The Mayan)	Long study World War 2 (An in-depth local history study.)
National Curriculum	<ul style="list-style-type: none"> <li>I can study aspects of ancient Greek life.</li> <li>I understand some of ancient Greek achievements.</li> <li>I understand the conflict of democracy (Athens and Sparta).</li> <li>I understand how Ancient Greece cultures, arts and political systems have influences the modern world.</li> <li>I am able to make some connections and contrasts with the other ancient civilisation that I have studied. For example, the role of government and the army.</li> </ul>	<ul style="list-style-type: none"> <li>I can a study of an aspect or theme in British history that extends my chronological knowledge beyond 1066</li> <li>I can compare and contrast the lives and exploits of a range of explorers.</li> <li>I can identify continuity and change within exploration (e.g. similar problems that they overcame)</li> <li>I will be able to identify some aspects of their social history.</li> </ul>	<p>A study of a non-European society that provides contrasts with British history : the Mayan.</p> <ul style="list-style-type: none"> <li>I can discuss an ancient civilisation that is non-European.</li> <li>I can understand some of the key elements of this society.</li> <li>I can understand the impact of this ancient civilisation.</li> <li>I have some understanding about the end of this civilisation.</li> </ul>	<p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <ul style="list-style-type: none"> <li>I can study the local area for a nationally significant event (Brixham battery)</li> <li>I can use a wide range of sources to draw conclusions about the past.</li> <li>I can present my findings appropriately.</li> </ul>
Specific content	<p>Children will need to:</p> <ul style="list-style-type: none"> <li>Use their knowledge from the above objectives to create a museum of information which can be shared with families and the community.</li> <li>Learning should cover: arts, democracy, slavery, war and religion.</li> </ul> <p>When learning about Ancient Greece children should be reminded of <b>Democracy</b> (Great British Value).</p>	<p>Children will need to:</p> <ul style="list-style-type: none"> <li>Study a range of explorers</li> <li>Be able to recount significant historical details about the explorations and lives of: 1)Sir Francis Drake (recalling Year 2 studies) 2)Ernest Shackleton (Anglo Irish polar explorer 3) Charles Darwin.</li> <li>To understand the life and times of a female pioneer: Emmeline Pankhurst</li> </ul>	<p>The children will know:</p> <ul style="list-style-type: none"> <li>Period of study times of the civilisation as a time line.</li> <li>Cultural aspects of the society, including pottery, the number system and the writing systems.</li> <li>The impact of Mayan civilisation (science, maths, culture, writing)</li> <li>About the ending of the civilisation</li> </ul>	<p>The children will need to:</p> <ul style="list-style-type: none"> <li>Understand the social and economic impact of world war 2.</li> <li>Be able to discuss causes and consequences of world war 2.</li> <li>Have an understanding of life on the home front and how this event impacted.</li> <li>Use primary source material and oral history to support their understanding.</li> <li>Recall significant details of fortifications to understand the structure of the battery.</li> </ul>
		When learning about children should be reminded of <b>Rule of Law and Democracy</b> (Great British Value).		When learning about World War 2, children should be reminded of <b>Rule of Law, Tolerance and Democracy</b> (Great British Value).
Sequencing knowledge	<p><b>Prior knowledge:</b> build on knowledge of chronology of other ancient civilisations studied so far (ref. Y3 and Y4).</p> <p><b>Future knowledge:</b> The children end in Year 6 with one further ancient civilisation, that moves outside of Europe, with a study of the Maya.</p>	<p><b>Prior knowledge:</b> the children have studied Drake in Year 2. This was the first of the explorers and pioneers' units.</p> <p><b>Future knowledge:</b> IN Key Stage three, the children are required to move on and look at the role of Empire and also colonisation</p>	<p><b>Prior knowledge:</b> the previous ancient civilisation studies including. The Romans and the Greeks.</p> <p><b>Future knowledge</b> the children in KS3 are required to study further European and nonEuropean societies such and the Qing dynasty and Mughal India.</p>	<p><b>Prior knowledge:</b> the children (Y1 LE) have studied castles and the use of fortifications. Fortifications have continued in Year 3 (stone age to iron age) and Year 4 (Romans)</p> <p><b>Future knowledge:</b> with a strong knowledge of World War 2, the children in secondary school will do further work on world conflict. In KS3, the programme is to cover WW1, WW2 (political leadership) and the Holocaust.</p>

<p><b>Tier 2 and Tier 3 vocabulary</b></p>	<p>Acropolis Aesop Aristocracy Aristotle Column Drachma Homer Mythology Olympics Tyrant</p>	<p>Exploration Discovery Pioneers Wagons Livestock Frontier Plains Route supplies</p>	<p>Glyphs (logosyllabic) Constellation Temple Indigenous Mesoamerican Archaic period Spanish Empire</p>	<p>Conflict Resolution Axis Allied Nazi Battery Air raid/ blitz Naval D Day Blitz Battle of Britain</p>
<p><b>Enrichment: trips, visitors etc</b></p>	<p>RAMM at Exeter <a href="https://rammuseum.org.uk/collections/overseas-archaeology/classical-archaeology/">https://rammuseum.org.uk/collections/overseas-archaeology/classical-archaeology/</a></p>			<p>Brixham battery and the battery museum Plymouth (docks and bombed church) Slapton sands (used as landing beach training) Colehayes House (used as base for American high command ) Link to Texts that Teach.</p>
<p><b>Computing Links</b></p>	<p><b>App:</b></p> <p>“Ancient Greece” IPAD app. Interactive learning app for everything from civil war to traditional dress.</p> <p><b>Virtual Reality programme:</b> “Scooterise” - to guide them in the Acropolis area and the Parthenon with virtual reality. Acropolis walking tour.</p>		<p>NASA World Wind- exploring the terrain in 3D of the world. MapSphere- children can organise their own geographical data through exploring the world.</p> <p>VIRTUAL REALITY- Google Earth VR.</p>	





