

History



Holywell C of E Primary School

Flowing, Strengthening, Deepening

INTENT

At Holywell, we use our school vision, *Flowing, Strengthening, and Deepening*, to guide our history intent:

- **Flowing** – developing a secure understanding of chronology and key events.
- **Strengthening** – making connections across different history units. Such as understanding that both Iron Age Britain and the Ancient Egyptian civilisation ended when the Romans invaded.
- **Deepening** – drawing on purposeful cross-curricular links, such as rivers in Geography, to enrich and expand understanding, of, for example, the importance of the River Nile to the Ancient Egyptians, or the Yellow River to the Shang Dynasty.

The intent of our history curriculum is to provide our children with a secure understanding of the chronology and key events in British History from the pre-historic period to the Vikings, as well expanding the children's spiritual, moral, social and cultural understanding by exploring the history of ancient civilisations from around the world, along with their achievements and impacts. We also aim to expand the children's knowledge of British history beyond 1066 by exploring themes such as the power of British monarchs, the industrial revolution and twentieth century conflict. In addition, rather than treat local history as a standalone item, we weave this into the history units we study to show how these periods or themes are reflected in our local area. We do this primarily by exploiting the wealth of historical sites our region of the United Kingdom has to offer. For example, when studying 'Transport' or 'Homes' in key stage one, our intention is that the children visit the Nene Valley Railway and Wimpole Hall to complement this; in key stage two the intention is that our children visit places such as Flag Fen and the Imperial War Museum at Duxford to see how what they learn in their 'Prehistoric Britain' and 'Twentieth Century Conflict' units is reflected locally. In this way we hope to bring history alive. We use the national curriculum as the basis of our own curriculum, which states that:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- *Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.*
- *Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.*
- *Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.*
- *Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.*

- *Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.*
- *Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*

Cultural Capital

In order to build children's cultural capital, we try to ensure that our history curriculum provides children with a rich variety of learning experiences. For this reason our curriculum includes the study of key historical figures, trips to local historical sites, such as Flag Fen and West Stow, walks around the village, visitors from local museums and historical enactment days. The identification of key historical vocabulary, knowledge organisers, debates and presentations from research enable children to use and retain historical language. Through their learning about and from historians, we want them to have no limits to their ambitions and grow up wanting to be archivists, museum curators, archaeologists or research analysts.

IMPLEMENTATION

1. The Long-Term Plan

History learning in Key Stage 2 is organised around three distinct 'strands': British History, World History, and Thematic History. A unit of each strand is taught in each year group. The British History strand is studied in the Autumn Term, and runs through key periods in British history in chronological order from pre-historic Britain to the Viking Invasion. The World History strand is studied in the Spring Term, and covers the history of Ancient Civilisations from around the world, which links to the comparative geography strand the children study in Summer Term. Thematic History is taught in the Summer Term, and in this strand, the children take a concept such as 'power' or 'conflict' and look at how it is has changed; this is designed to extend their chronological understanding of British and World History beyond 1066 as required in the National Curriculum. History in Key Stage 1 is designed to introduce the children to key concepts and content covered in more depth in Key Stage 2. Where possible, the children learn about the past from high quality texts and historical sources, as well as trips and visits to the local area. Our History Long Term plan is as follows:

	Key Stage 1		
	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none"> • Talk about the lives of 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 		

Y1	Transport: Then and Now	Christopher Columbus + Neil Armstrong	The Great Fire of London
Y2	Homes: Then and Now	Queen Elizabeth I + Queen Victoria	The First Flight
	Key Stage 2		
	Autumn <i>Strand 1: British History</i>	Spring <i>Strand 2: World History</i>	Summer <i>Strand 3: Thematic History</i>
Y3	Prehistoric Britain	The Ancient Egyptians	Power: Changes in the power of the British monarchs.
Y4	Roman Britain	The Shang Dynasty	Pioneers: The Industrial Revolution in Britain.
Y5	Anglo-Saxon Britain	The Ancient Greeks	Empire: The Rise and Fall of the British Empire in India.
Y6	Viking Britain	The Mayans	Conflict: Conflict in the 20 th Century (WWI to the Cold War).

2. The Key Concepts in History

H1: Cause and Effect

Cause and effect is about placing historical events in context and establishing their chronology. Events rarely happen in isolation, and therefore we aim to teach children that history is a continuously evolving cause and effect chain of which we are just the most recent iteration. When studying history, like for example the invasion of the British Isles by the Vikings, or the rise of Nazi Germany directly preceding WW2, we look at what was happening at the time that helps explain its causation, and then go on to assess the effect it had by looking at the actions and impact.

H2: Similarity and Difference

Similarity and difference is about making comparisons between different periods of history. We do this by looking at things such as the similarities and differences between Ancient Greek and Ancient Egyptian belief systems, or by looking at the different powers enjoyed by Queen Elizabeth I and Queen Victoria to see how monarchy has changed and evolved. By making these links, we uncover patterns and themes which enrich our understanding of history and help move our learning into our long-term memories.

H2: Significance

The first concepts teach us that everything happens because of something that happened before it, and goes on to affect that which comes after, and the second concept allows us to see how things evolve over time with some things staying the same, and others changing. The third concept draws these two together by identifying the nature of the impact of different historical events: was it a short-term, revolutionary change that had limited impact; or, a more sustainable, longer-term change with far-reaching consequences? We might look at how the Magna Carta sparked a long-term trend towards constitutional monarchy, whereas other events, have more fleeting, short-term impacts, which lead to little real change.

3. Timetabling

At Holywell, history units are blocked, which means they are taught as a sequence of consecutive lessons over 2-3 weeks. Each year group studies three history units.

4. Unit Overviews

Year 1

Transport: Then and Now (Autumn)	
LOs and Key Concepts	
1	To place transport in chronological order by reasoning about their properties (H1).
2	To identify important societal/technological developments that have had an impact on transport, for example, the steam engine, electricity etc ... (H1).
3	To identify some of the similarities and differences between transport of the past and transport today (H2).
4	To identify how rich and poor travelled at different times in British History (H1).
5	To identify the significance of the steam engine on transport (H3).
6	To identify the significance of electricity on transport (H3).
Key Outcomes	
The children will explore pictures of different transports at various points from British History and place them in chronological order by reasoning about them and their properties. They will identify some key discoveries and developments have impacted travel. They will identify similarities and differences between transport from the past and today, as well as differences between how rich and poor people travelled at different points in history. They will then explore in more detail how the steam engine and electricity have impacted on transport.	
Vocabulary	
Chronological, Transport, Automobile, Locomotive, Ship, Submarine, Airplane, Horse and Carriage, Development, Progress, Discovery, Industrial Revolution, Rich, Poor, George Stevenson, The Wright Brothers, the Titanic, First Class, Second Class, Third Class, Aristocracy, Middle Class, Working Class, Peasants, Industrial, Jet Engine.	

Christopher Columbus & Neil Armstrong (Spring)	
LOs and Key Concepts	
1	To explore why Christopher Columbus set out on the journey that led to his 'discovery' of America (H1).
2	To identify key events in the chronology of Christopher Columbus' journey (H1).
3	To identify the lasting significance of Columbus's 'discovery' (H3).
4	To explore the why Neil Armstrong set out on his journey to the moon, and the significance of his voyage (H2).
5	To explore key events in the chronology of Neil Armstrong's moon voyage (H1).
6	To identify the similarities and differences between Christopher Columbus's and Neil Armstrong's voyagers (H2/H3).
Key Outcomes	
The children will explore how Christopher Columbus's quest to discover a quicker maritime trade route to Asia led to him sailing west, instead of east round Africa. They will understand that he landed in the West Indies, initially believing he'd reached Asia, and then North America. They will understand that although we commonly think of him as 'discovering' America, in reality the North American continent was already inhabited by the Native American Tribes. They will explore key events in the timeline of his journey and explore the lasting impact of his 'discovery'. The children will then go on to look at the Apollo 11 mission that led American astronauts to the Moon, placing it in the context of the Cold War Space Race between the USA and the USSR. They will explore key events in the time line, of the moon landing, before going on to make comparisons between Neil Armstrong and Christopher Columbus and their respective journeys.	
Vocabulary	
Silk Road, Trade Routes, Empire, Maritime, Voyage, Expedition, Adventurer, Pioneer, The Santa Maria, Space Race, Cold War, USA, USSR, Apollo 11, NASA, Eagle Lunar Module, Neil Armstrong, Buzz Aldrin, Michael Collins, Cape Kennedy, Christopher Columbus, West Indies, Asia, Native American	

The Great Fire of London (Summer)	
LOs and Key Concepts	
1	To understand when the Great Fire of London took place, and key events in the timeline of the fire (H1).
2	To understand what London was like in 1666 and how this affected the spread of the fire (H1).
3	To understand how the people of 17 th century London attempted to fight the fire (H1).
4	To identify the short term impact of the Great Fire of London (H3).
5	To identify the long-term impact of the Great Fire of London (H3).
6	To identify similarities and differences between the Great Fire of London (1666) and the Great Fire of Needingworth (1847) (H2).
Key Outcomes	
The children will place the Great Fire of London in its chronological context, identifying when it took place, and key events in the timeline of the fire itself to establish the narrative of the 'story'. They will then look at what life was like in 17 th Century London, and how the layout and buildings affected the spread of the fire. They will then look at how people of the London attempted to quell the fire, before looking at both its short and long-term impacts, making reference here to the plague outbreak that ravished the city the year before. They will then look at the Great Fire of Needingworth of 1847, identifying similarities and differences.	
Vocabulary	
Tudor, Fire, Pudding Lane, Bakery, Spread, flammable, fire-hooks, fire-break, Conflagration, River Thames, London, St Paul's Cathedral, Samuel Pepys, King Charles II, Thomas Farriner, Sir Christopher Wren	

Year 2

Homes: Then and Now (Autumn)	
LOs and Key Concepts	
1	To place homes from the past in chronological order by reasoning about their properties (H1).
2	To identify important societal/technological developments that have had an impact on homes (H1).
3	To identify the similarities and differences between homes from different eras (H2).
4	To identify the similarities and differences between the houses of the rich and poor, including Kings and Queens, at different points in history (H2).
5	To identify the impact of the industrial revolution on homes and housing (H3).
6	To identify the impact of modern technology, particularly modern appliances, on homes (H3).
Key Outcomes	
The children will explore pictures of different British houses from the Stone Age to the present, and place them in chronological order by reasoning about them and their properties. They will identify some key developments that have impacted houses, such as the industrial revolution, and the introduction of household appliances. They will identify similarities and differences between houses from the past and today, as well as differences between the houses of the rich and poor at different points in history. They will then explore in more detail how the industrial revolution and electricity led to significant changes in housing.	
Vocabulary	
Home, house, dwelling, wealthy, palace, castle, manor, estate, cottage, terrace house, rural, urban, aristocratic, worker, peasant, servant, domestic, industrial revolution, industry, factory, city, town, village, social class.	

Queen Elizabeth I and Queen Victoria (Spring)	
LOs and Key Concepts	
1	The children will identify when Queen Elizabeth I lived, and key events in the chronology of her life (H1).
2	The children will explore what life was like in Elizabethan England, and why this 'Elizabethan Era' is considered a Golden Age of the Armada and Shakespeare (H1/H3).
3	The children will identify when Queen Victoria lived, relative to Queen Elizabeth, and key events in the chronology of her life (H1).
4	The children will explore what life was like in Victorian England and why this period is known as the age of progress due to the Industrial Revolution (H1/H3).
5	The children will explore the concept of the British Empire, and how this began under Elizabeth I, and reached its zenith Victoria hundreds of years later, by tracking key events in the chronology of the Empire's expansion (H1/H2/H3).
6	The children will make comparisons between the lives and personal qualities of both queens (H2).
Key Outcomes	
The children will identify when both Queen Elizabeth I and Queen Victoria lived, and explore key events in the chronology of their lives. They will identify similarities, such as how both women were never destined to be Queen, the long periods of time they spent either unmarried (Queen Elizabeth) or widowed (Victoria), and the pioneering positions as the female head of deeply patriarchal societies. They will also discuss key differences such as the political restrictions Victoria faced, namely Parliament, that Elizabeth I didn't. They will explore what life was like under both Queens, and explore these as key periods of British History (The Renaissance and the Industrial Revolution), as well as how the Empire begun under Elizabeth I with the founding of Virginia, had developed into the most powerful, global empire under Victoria.	
Vocabulary	
Queen, Empress, Monarch, Empire, Era, Renaissance, Industrial Revolution, Shakespeare, Elizabethan Era, Victorian Era, Tudor	

The First Flight (Summer)	
LOs and Key Concepts	
1	To identify previous attempts at manned flight prior to the Wright Brothers, and place some examples in chronological order (H1).
2	To identify key events in the timeline of The Wright Brother's success with The Wright Flyer (H1).
3	To explain how The Wright Flyer work, and identify these principles as the enduring principles of manned, powered flight (H3).
4	To identify other pioneering aviators such as Amelia Earhart and Neil Armstrong (H2).
5	To identify the significance of manned flight on military aircraft (H3).
6	To identify the significance of manned flight on civilian aircraft (H3).
Key Outcomes	
The children will place early attempts to pioneer manned flight such as hot air balloons and airships or zeppelin, identifying that these early flying machines were pioneered largely by French aviators. The children will then learn the key events in the story of The Wright Brothers successful attempt at powered flight, The Wright Flyer, before learning the principles of how this aircraft work. They will identify that these original underlying principles of manned flight continue to the present day and still underpin modern flying. They will then look at other pioneering aviators including Amelia Earhart, Charles Lindberg and Neil Armstrong. The children will then look at the significance of the pioneering of powered flight on both military and civil aircraft, ultimately identifying the first flight as a revolutionary event in human history.	
Vocabulary	
Kite, flying lantern, hot air balloon, airship, zeppelin, aircraft, aviation, cabin, cockpit, elevators, engine, flight, flying machine, fuselage, glider, jet, landing gear, propeller, rudder, pioneering, pilot, aviator, revolution	

Year 3

Prehistoric Britain (Autumn)	
LOs and Key Concepts	
1	To explore key aspects in the chronology of pre-historic Britain (H1).
2	To identify why, how and where humans chose to settle, and what life was like before this (H1).
3	To identify the similarities and differences between stone age, bronze age and iron age houses and settlements (H2).
4	To identify the similarities and differences between stone age, bronze age and iron age tools (H2).
5	To make comparisons between Prehistoric Britain and other Ancient Civilisations and explore their significance (H2/H3).
6	To understand how and why the Iron Age ended (H1).
Key Outcomes	
The children will explore developments in British History since the last ice age, and how the introduction of farming and domesticated animals to the British Isles from the Middle East and Europe impacted life. They will explore what life was like as a hunter-gather, and identify the significance of the shift to an agricultural society on the population numbers of the British Isles. They will track similarities and differences in housing, settlements and tools across the ages to identify that they stayed relatively similar throughout the process. They will identify the transition to an agricultural society and the introduction of tools as the first revolutionary and significant shifts in human history.	
Vocabulary	
Neolithic, Stone Age, Bronze Age, Iron Age, Hunter-Gather, Prehistoric, Settlement, Agricultural, Society, Civilisation, Farmer, Celts.	

Ancient Egypt (Spring)	
LOs and Key Concepts	
1	To explore key events in the chronology of Ancient Egypt (H1).
2	To identify the importance of the River Nile and agriculture to Egyptian civilisation (H1/H3).
3	To understand how Ancient Egyptian society was organised and the significance of the pharaohs (H3).
4	To explore Ancient Egyptian religious beliefs, and make comparisons to those of other ancient civilisations (H2).
5	To explore the rituals around death in Ancient Egypt, and the significance of monuments (H2).
6	To understand how and why Ancient Egypt came under Roman Rule, drawing comparisons with Prehistoric Britain (H1/H3).
Key Outcomes	
The children will understand when the Ancient Egyptians lived, by relating it to their knowledge of Prehistoric Britain. They will explore key events in the chronology of this Ancient Civilisation. They will then explore how Egyptian society was organised, and the significance of the pharaoh as a 'living god'. They will explore how the River Nile, and the relatively stable agricultural output it allowed, led to the growth of this civilisation along the banks of this river, and was one of the foundations of its enduring power. They will then explore Ancient Egyptian religious beliefs, making comparisons with other Ancient civilisations, before looking at the importance of the rituals surrounding death and monuments. They will finish by looking at the relationship between Queen Cleopatra, and Caesar and Mark Anthony and Egypt's absorption into the Roman Empire, drawing comparisons between this and Iron Age Britain.	
Vocabulary	
Egyptian, Pyramid, Sphinx, Pharaoh, Giza, Obelisk, Mummy, Sarcophagus, Tomb, Nile River, Sahara Desert, Hieroglyph, Valley of the Kings, Divine, Cairo, Cleopatra, Alexandria, Julius Caesar, Mark Anthony, Scarab	

Power: British Monarchs (Summer)	
LOs and Key Concepts	
1	To identify the chronology of key British Kings and Queens on a timeline.
2	To identify key events and the significance of the life and reign of King John.
3	To identify key events and the significance of the life and reign of King Henry VIII.
4	To identify key events and the significance of the life and reign of Queen Elizabeth I.
5	To identify key events and the significance of the life and reign of King Charles I.
6	To identify key events and the significance of the life and reign of Queen Victoria.
Key Outcomes	
The children will learn how the feudal system of medieval Britain underpinned the power of Medieval monarchs, before learning of King John's civil war with his barons and the subsequent passing of the Magna Carta as the first instance of restrictions being imposed on a British monarch. They will then move onto looking at Henry VIII and how his break with Rome and the establishment of the Church of England was a significant and revolutionary moment in British History. Following this, the children will re-visit the period of Elizabeth I and James VI, learning how James VI's inheritance of the English throne brought England and Scotland into a personal union, that eventually led to the Act of the Union and the establishment of the United Kingdom. Following this, the children will look at key instances of struggles between parliament and the monarchy by identifying the King Charles I and the Civil War, and The Glorious Revolution of 1688 as key spark points. They will then learn how by the time of Queen Victoria's reign, Britain had been brought under a full constitutional monarchy, making comparisons between this and the experience of other European monarchs on the continent.	
Vocabulary	
Feudal, Earl, Baron, Nobility, Aristocracy, Monarchy, Magna Carta, Peasant, Knight, Personal Union, Act of Union, Divine Right of Kings, Inheritance, Bishop, Farmer, Parliament, Empire, Revolution, Civil War	

Year 4

Roman Britain (Autumn)	
LOs and Key Concepts	
1	To explore key events in the chronology of Roman imperial expansion and Roman Britain (H1).
2	To understand why Caesar wanted to invade Britain, and why Claudius and the Roman Army was so successful (H1).
3	To understand who the Celts were, and why Boudica led an uprising against Roman Rule (H1).
4	To explore Roman life, and compare how this was both the same and different to life in Prehistoric Britain (H2).
5	To explore Roman life, and compare how this was both the same and different to life in Prehistoric Britain (H2).
6	To explore the significance of the Roman impact on Britain, and how it can still be seen today (H3).
Key Outcomes	
The children will identify the invasion of the British Isles by the powerful Roman Army as marking the end of prehistoric Britain. They will identify why Caesar wanted to invade Britain, and why their Army was so successful. Following on from this, the children will explore the uprising against Roman rule led by Boudicca, and understand rebellions as a key theme in invasions. The children will then go onto look at how life both stayed the same and changed during the Romanisation of Britain, before going onto assess the significance of the impact of Roman Britain that can still be seen today.	
Vocabulary	
Invasion, Empire, Emperor, Conqueror, Conquered, Celts, Gauls, Army, Legion, Caledonia, Picts, Iceni, Rebellion, Revolt, Tribes.	

Shang Dynasty (Spring)	
LOs and Key Concepts	
1	To explore key events in the chronology of the Shang Dynasty of Ancient China (H1).
2	To understand how Shang society was organised and what life was like for different people (H2).
3	To explore religious beliefs and rituals during the Shang Dynasty and make comparisons to the beliefs of Ancient Egypt (H2/H3).
4	To understand the significance of agriculture and bronze working in the Shang Dynasty, and make comparisons with Pre-historic Britain and Ancient Egypt (H2/H3).
5	To understand the importance of Fu Hao and the significance of the discovery of her intact tomb (H3).
6	To understand how the Shang Dynasty came to an end, making comparisons between Iron Age Britain and Ancient Egypt (H1/H2).
Key Outcomes	
The children will locate the lands of the Shang Dynasty on a map and identify the importance of the Yellow River. They will place the Shang Dynasty in chronological context, and look at key events in the timeline. They will then explore how society in Shang Dynasty was organised, and what life was like for the different social classes. They will then explore the religious beliefs of Shang Dynasty, before moving onto look at the significance of agriculture in the Yellow River valley, and bronze working. In all of this, they will make comparisons between Shang Dynasty China, and the civilisations of pre-historic Britain and Ancient Egypt. They will then explore the significance of the discovery of the intact tomb of Fu Hao, making comparisons with the discovery of the tomb of Tutankhamun. They will then explore how the Shang Dynasty came to end via military conquest, once again making comparisons to that of Ancient Egypt and Iron Age Britain.	
Vocabulary	
Bronze, Oracle Bone, Nobles, Artisans, Dynasty, Warlords, Emperor, Pagoda, Jade, General, Yellow River, Peasants, Pottery, Tombs	

Pioneers: The Industrial Revolution (Summer)	
LOs and Key Concepts	
1	To identify why Britain became the first industrialised nation, and key inventions of this era (H1).
2	To explore life and working conditions in early factories during the period of the Industrial Revolution (H1).
3	To identify the invention of the steam locomotive and the expansion of the railway as a significant long-term impact of this era (H3).
4	To identify the invention of the steam engine on shipbuilding the significance of this to the Royal Navy and British maritime power (H3).
5	To explore the impact and significance of the industrial revolution on life in Britain (H3).
6	To explore the links between industrialisation and imperial expansion during this period (H1).
Key Outcomes	
The children will identify Britain as the first nation to industrialise and the reasons for this, including the wide availability of natural resources such as coal and iron ore. They will explore key inventions of this era and learn about life in Britain's early factories. They will go on to identify the significance of the steam engine on transportation, both rail and shipbuilding and the impact of this. Identifying the expansion of the modern railways, and Britain's status as the pre-eminent maritime power as consequences of the invention of the steam engine. Following on from this, the children will explore the impact of the Industrial Revolution on urbanisation and explore living conditions on the poor and the establishment of Trade Unions to represent their interests. The unit will end by looking at how the Industrial Revolution led to a desire to secure natural resources from abroad, as well as the need for new markets to sell products to, as a key driver for the establishment of the British Empire in Africa and India during this period.	
Vocabulary	
Coal, Iron, Resources, Mining, Steam Engine, Cotton Mill, Factory, Urbanisation, Trade Union, Shipbuilding, Railways, Empire, Imperial Expansion, Scramble for Africa, Indian Empire, British Raj, Maritime, Trade, Disease, Poor, Peasantry, Workers, Labourers, Poor Laws (1834), Queen Victoria	

Year 5

Anglo-Saxon Britain (Autumn)	
LOs and Key Concepts	
1	To explore key events in the chronology of Anglo-Saxon Britain from the end of the Roman period to the Viking raids (H1).
2	To understand why and how the Anglo-Saxons invaded England and compare this with Roman motivations (H1/H2).
3	To understand why this period is known as the 'Dark Ages' and compare this with the advancements brought by the Roman Empire (H2).
4	To explore Anglo-Saxon life, the role of women, and compare how this was both the same and different to life in Prehistoric and Roman Britain (H2).
5	To explore Anglo-Saxon life, and compare how this was both the same and different to life in Prehistoric and Roman Britain (H2).
6	To understand the Saxon conversion to Christianity as a significant event in the course of British History (H3).
Key Outcomes	
The children will identify the Anglo-Saxon invasion as marking the end of Roman Rule in Britain, and explain it as a consequence of the power vacuum left by the Roman departure. They will compare the reasons for the Anglo-Saxon invasion to that of the Romans, identifying similarities and differences. They will understand why this period is known as the 'dark ages' and identify it as a period of limited technological and social advancement as compare to the rapid pace of development under the Roman Empire. They will explore Anglo-Saxon village life and make comparisons to life under Roman Britain and Prehistoric Britain before that. Finally, they will look at the conversion of the British Isle to Christianity and understand this as one of the most significant turning point in British History.	
Vocabulary	
Angles, Saxons, Picts, Scots, Christianity, Missionary, Pagan, Beowulf, Woden, Frige, Runes, Taefl, Sheild Wall	

The Ancient Greeks (Spring)	
LOs and Key Concepts	
1	To explore key events in the chronology of Ancient Greece (H1).
2	To explore religious beliefs and rituals in Ancient Greece and make comparisons to the beliefs of Ancient Egypt and the Shang Dynasty (H2).
3	To understand the significance of Athenian Democracy, and make comparisons between the democratic structures of Ancient Athens and modern Britain (H2/H3).
4	To understand the Ancient Greek games, their significance to Greek society, and their impact on the modern Olympic Games (H2/H3).
5	To understand key events in the chronology of the Peloponnesian Wars between the city states of Athens and Sparta (H1).
6	To explore Greek mythology through the story of the Trojan Wars between Sparta and Troy (H1).
Key Outcomes	
The children will locate the Ancient Greek civilisation geographically and chronologically, understanding that this was a civilisation of independent City states ruled by separate kings that often fought, but were united by a common language and religious beliefs. The children will then go onto explore the religious beliefs of the Ancient Greeks, drawing comparisons to those of Ancient Egypt and the Shang Dynasty. They will then look at two of most significant lasting impacts of Ancient Greece to modern society: democracy and the Olympic Games. They will then look at identify key events in the chronology of the Peloponnesian Wars between the city states of Athens and Sparta, before going onto explore Greek mythology through the story of the Trojan Wars between Sparta and Troy.	
Vocabulary	
Athens, Sparta, Troy, Olympia, Delphi, Asia Minor, Mediterranean, Mount Olympus, Olympians, Olympics, Slave, Citizen, Democracy, Vote, Trojan Wars, Peloponnesian Wars, Iliad, Odyssey, Homer, Ecclesia	

Empire: The British Empire in India (Summer)	
LOs and Key Concepts	
1	To understand what an Empire was and the parts of the world colonised by Britain (H1).
2	To identify and explore the reasons why Britain established a colony in India (H2).
3	To understand different methods Britain employed to maintain rule in India (H2).
4	To explore a range of experiences to establish what life was like for Indians under British rule (H2).
5	To explore how Indians managed to achieve independence from Britain, and the partition that followed (H2/H3).
6	To understand that there is a large Indian diaspora British-South Asian community here in the UK (H2/H3).
Key Outcomes	
The children will learn what an Empire was in the context of European Colonialism, general reasons as to why European states were interested in establishing colonies and look at which parts of the world came under the control of the different European countries. They will then focus specifically on India, identifying the origins of the British Raj in the East India Company and its mercantilist activities. They will then look at how Britain maintained rule over such a vast area as the subcontinent through collaboration with existing maharajas and rulers, the use of the military, a vast civil service and by playing of different groups against each other such as Muslims and Hindus. They will then look at what life was like for Indians under the British Raj, key developments such as the introduction of parliamentary democracy and the railways, as well as contentious ones, such as the Amritsar Massacre and the Bengal Famine. They will end the unit by exploring the lasting impact of the British Raj, including the links between the Empire and the large Indian diaspora in the UK.	
Vocabulary	
East India Company, Trade, Mercantilism, Empire, Colonisation, British Raj, Imperialism, South Asia, Jawaharlal Nehru, Mahatma Gandhi, Muslim League, Indian National Congress, Partition, Colonial Troops, Parliament, Railways, Amritsar, Bengal Famine	

Year 6

Conflict: WWII (Autumn)	
LOs and Key Concepts	
1	To explore the chronology of WW2 (H1).
2	To explore the reasons why the world went to War in 1939, and the key alliances involved (H1).
3	To explore the key battles of WW2, including the Battle of Britain as a significant turning point in British History (H3).
4	To explore the significance of the role of Women in WW2, and to compare this with WW1, including the long-term effects (H2/H3).
5	To explore the question: How British was the British Army, and to understand the significant contribution of troops from across the British Empire (H2).
6	To understand the Holocaust and its long-term consequences (H1/H3).
Key Outcomes	
The children will explore and identify the key dates, events, personalities and battles of WW2, as well as the cause and effect chains that led the world into war for the second time in 20 years. They will look at the role of women in the home front, compare this to the role of woman in WW1, and identify how both wars acted as significant engines of social change in the rights of women in the UK. They will then explore the question, How British was the British Army? Coming to the understanding that <i>Britain</i> fighting alone, including the troops of the British Empire who contributed significantly to the British war effort. They will finish the unit by looking at the Holocaust in an age appropriate way.	
Vocabulary	
Isolationism, Dictators, Appeasement, Holocaust, Adolf Hitler, Benito Mussolini, Winston Churchill, Joseph Stalin, General Dwight D. Eisenhower, Axis Powers, VE Day, VJ Day, Allied Powers, Lend-Lease, D-Day, Hiroshima, Nagasaki, Home Front, Battle of Britain, Blitz	

The Mayan Civilisation (Spring)	
LOs and Key Concepts	
1	To explore key events in the chronology of Maya Civilisation (H1).
2	To explore the religious beliefs and rituals of the Maya and make comparisons to the beliefs of Ancient Egypt, the Shang Dynasty and Ancient Greece (H2).
3	To understand how Mayan society was organised, how monarchical power was justified by religion and what life was like for different people, making comparisons with other ancient civilisations (H2).
4	To understand the importance of agriculture to Mayan society and make links between the development of agriculture under the Mayans and in Neolithic Britain (H2/H3).
5	To understand the importance of trade to Mayan life and make links between the importance of trade to other ancient civilisations (H2/H3).
6	To understand how Mayan civilisation was usurped by the Spanish conquistadors as the main political and cultural force of Central America in the 16 th Century (H1).
Key Outcomes	
The children will locate the Mayan Civilisation both chronologically and geographically, identifying key city states and making comparisons between those of Ancient Greece. The children will then go onto explore Mayan religion and society, including how monarchical power was justified by religion and the lives of different members of society's ranks. They will make comparisons between these aspects of Mayan life, and those of other ancient civilisations that they have studied.	
Vocabulary	
Central America, Rainforest, Maya, City-State, King, Aristocracy, Priest, Polytheism, Sacrifice, Pyramid, Trade, Maize, Agriculture, Conquistador, Spanish Empire	

Viking Britain (Summer)	
LOs and Key Concepts	
1	To explore key events in the chronology of Viking Britain from the end of the Roman period to the invasion by William the Conqueror in 1066 (H1).
2	To understand why and how the Vikings invaded England and compare this with Roman and Anglo-Saxon motivations, looking at the Raids, Lindisfarne and the Danelaw (H1/H2).
3	To understand what was so great about Alfred the Great (H3).
4	To explore Viking life, and compare how this was both the same and different to life in Prehistoric, Roman and Anglo-Saxon Britain (H2).
5	To explore the role of Women in Viking life, and explore how this was both the same, and different to life for women in prehistoric and Roman Britain. (H2)
6	To explore events leading up to the Norman Conquest of Britain and the significance of the Battle of Hastings in 1066 (H3).
Key Outcomes	
The children will explore key events in the chronology of Viking England, and understand this as a period not of exclusive Viking Rule, but of life alongside Anglo-Saxon. They will explore why and how the Vikings invaded, and compare this to previous invasions by the Anglo-Saxons and Romans. They will explore life under the Vikings and identify similarities and differences between Viking life, and that of Prehistoric, Roman and Anglo-Saxon Britain, identifying that not much really changed, and again comparing this to the advancements of Roman Britain. The children will explore why Alfred The Great is so named, and the only English King with the distinction, and the significance of the Battle of Hastings in 1066 to British History.	
Vocabulary	
Danegeld, Danelaw, Knarr, Longboat, Monastery, Norseman, Raid, Scandinavia, Trade, Treaty, Valhalla, Wegild, Bayeux Tapestry	

Conflict: WWII (Summer)	
LOs and Key Concepts	
1	To explore the chronology of WW2 (H1).
2	To explore the reasons why the world went to War in 1939, and the key alliances involved (H1).
3	To explore the key battles of WW2, including the Battle of Britain as a significant turning point in British History (H3).
4	To explore the significance of the role of Women in WW2, and to compare this with WW1, including the long-term effects (H2/H3).
5	To explore the question: How British was the British Army, and to understand the significant contribution of troops from across the British Empire (H2).
6	To understand the Holocaust and its long-term consequences (H1/H3).
Key Outcomes	
<p>The children will explore and identify the key dates, events, personalities and battles of WW2, as well as the cause and effect chains that led the world into war for the second time in 20 years. They will look at the role of women in the home front, compare this to the role of woman in WW1, and identify how both wars acted as significant engines of social change in the rights of women in the UK. They will then explore the question, How British was the British Army? Coming to the understanding that <i>Britain</i> fighting alone, including the troops of the British Empire who contributed significantly to the British war effort. They will finish the unit by looking at the Holocaust in an age appropriate way.</p>	
Vocabulary	
<p>Isolationism, Dictators, Appeasement, Holocaust, Adolf Hitler, Benito Mussolini, Winston Churchill, Joseph Stalin, General Dwight D. Eisenhower, Axis Powers, VE Day, VJ Day, Allied Powers, Lend-Lease, D-Day, Hiroshima, Nagasaki, Home Front, Battle of Britain, Blitz</p>	

5. History Reading Spine

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
Spring						
Summer						

6. National Curriculum Coverage Table

	Autumn	Spring	Summer
Year 1	<p>Unit: Transport – Then and Now</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Unit: Christopher Columbus and Neil Armstrong</p> <p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Unit: The Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally. For example:</p> <ul style="list-style-type: none"> • The Great Fire of London • The first aeroplane flight • Events commemorated through festivals or anniversaries
Year 2	<p>Unit: Homes – Then and Now</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Unit: Elizabeth I and Queen Victoria</p> <p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Unit: The First Flights</p> <p>Events beyond living memory that are significant nationally or globally. For example:</p> <ul style="list-style-type: none"> • The Great Fire of London • The first aeroplane flight • Events commemorated through festivals or anniversaries

Year 3	<p>Unit: Prehistoric Britain</p> <p>Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Unit: The Ancient Egyptians</p> <p>Ancient Civilisations Pupils should be taught about 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:</p> <ul style="list-style-type: none"> • Ancient Sumer; • The Indus Valley; • Ancient Egypt; or • The Shang Dynasty of Ancient China 	<p>Unit: Power – Changes in the Power of Monarchs</p> <p>Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> • The changing power of monarchs using case studies such as John, Anne and Victoria • Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • A significant turning point in British history, for example, the first railways or the Battle of Britain
Year 4	<p>Unit: Roman Britain</p> <p>Roman Britain Pupils should be taught about the Roman empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Unit: The Shang Dynasty</p> <p>Ancient Civilisations Pupils should be taught about 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:</p> <ul style="list-style-type: none"> • Ancient Sumer; • The Indus Valley; • Ancient Egypt; or • The Shang Dynasty of Ancient China 	<p>Unit: Pioneers – The Industrial Revolution in Britain</p> <p>Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> • The changing power of monarchs using case studies such as John, Anne and Victoria • Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • A significant turning point in British history, for example, the first railways or the Battle of Britain

Year 5	<p>Unit: Anglo-Saxon Britain</p> <p>Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. This could include:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	<p>Unit: The Ancient Greeks</p> <p>Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p>Unit: Empire – The Rise and Fall of the British Empire</p> <p>Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> • The changing power of monarchs using case studies such as John, Anne and Victoria • Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • A significant turning point in British history, for example, the first railways or the Battle of Britain
Year 6	<p>Unit: Viking Britain</p> <p>Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	<p>Unit: The Mayan Civilisation</p> <p>Non-European Study Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ul style="list-style-type: none"> • Early Islamic civilization, including a study of Baghdad c. AD 900; • Mayan civilization c. AD 900; or • Benin (West Africa) c. AD 900-1300 	<p>Unit: Conflict – Conflict in the 20th Century</p> <p>Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> • The changing power of monarchs using case studies such as John, Anne and Victoria • Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • A significant turning point in British history, for example, the first railways or the Battle of Britain <p>Significant historical events, people and places in their own locality.</p>

Local History

At Holywell, we take advantage of the rich history of the East Anglia area to teach the local history objectives of the National Curriculum. The National Curriculum objectives for local history are as follows:

KS1	KS2
To explore significant historical events, people and places in their own locality.	<p>Pupils should be taught about an aspect of local history. For example:</p> <ul style="list-style-type: none"> • A depth study linked to one of the British areas of study listed above • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

At least one unit for each year group has a planned trip to a site of historical interest in the local area to explore how aspects of national history, such as the Prehistoric Britain (Y3), Roman Britain (Y4), or 20th Century Conflict (Y6), are reflected in our locality. Below are the local history opportunities that we take advantage of in each year:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visit: Nene Valley Railway Unit Link: Transport – Then and Now	Visit: Wimpole Hall Unit Link: Homes – Then and Now	Visit: Flag Fen Unit Link: Prehistoric Britain	Visit: Peterborough Museum Unit Link: Roman Britain	Visit: West Stow Unit Link: Anglo-Saxon Britain	Visit: Imperial War Museum, Duxford Unit Link: 20 th Century Conflict
Intended Outcome	Intended Outcome	Intended Outcome	Intended Outcome	Intended Outcome	Intended Outcome
To experience a journey on a Victorian Steam Train and learn the history of the 1845 LNWR Line between London and Northampton and its importance.	To experience an English country house and learn about the lives of the people, both rich and poor, who lived and worked there, as well as important visitors such as Queen Victoria and Prince Albert.	To explore this nationally important Bronze Age site and explore what life would have been like for the people living there.	To explore the collection of Roman artefacts that tell the story of life in Durobrivae, a prosperous Roman town near Peterborough, and learn what life would have been like for the people living there during the period of Roman rule in Britain.	To explore an Anglo-Saxon burial mound, one of the most significant archaeological sites in the country, and the artefacts of the exhibition hall to learn about life in Saxon England, and how this is reflected in the locality.	To explore the impact of WWI, WWII and the Cold war on RAF Duxford, an important local air base during the 20 th century and to see how military aircraft, so important to conflict, have evolved over the 20 th century.

