

# History

At Holy Family School our aim in History is to have a broad understanding of how history informs our present. In EYFS, children are encouraged to think about their own past and how they have changed since they were born and to begin to understand the passing of time as a concept.

In Key Stage 1, Holy Family children are taught the primary skills of being an historian. These include developing an awareness of the past and the vocabulary to describe it, to know that people and events fit within a timeline and to be able to identify similarities and differences between ways of life at different times e.g. the buildings now how the Great Fire of London changed them. In addition to these skills and alongside them, Holy Family children learn about changes within living memory, revealing aspects of change in national life, events beyond living memory e.g. Great Fire of London, the lives of significant individuals from different periods e.g. Dr. Mae Jemison and lastly significant historical events, people and places in their local area.

In Key Stage 2 Holy Family children's historical skills are built upon and enlarged by making connections, noting contrasts and trends over time. They are encouraged to frame historically valid questions about change, cause, similarity and difference and to answer them using relevant historical information which can be from a range of sources. In Key Stage 2 children are taught about changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, the settlement of the Vikings and the struggle for the Kingdom of England to the time of Edward the Confessor. In addition to the chronological history of Britain, Holy Family children study the achievements of the very first civilizations and study one of them in depth: Ancient Egypt. They will also study Ancient Greece and its influence on the western world as well as a contrasting non-European society. Year 6 focus their attention also on the events of World War II, and its impact on the lives of everyday Britain.

History is brought alive by focussing on a local study and a variety of hands-on experiences both in school and by visits to museums and places of local interest.

Throughout their time at Holy Family, children engage with bespoke teacher-created high quality texts that support them in learning to write 'like a historian'.





## Overview of History

	<u>Advent 1</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
<u>Year 1</u>	<u>Changes within living memory</u> Ourselves		<u>Events beyond living memory</u> Dinosaurs		<u>Events beyond living memory</u> Langley	<u>The lives of significant individuals</u> Queen Elizabeth
<u>Year 2</u>	<u>The lives of significant individuals</u> Explorers – Neil Armstrong			<u>Events beyond living memory</u> The Great Fire of London	<u>Significant places in their own locality</u> Castles	
<u>Year 3</u>	Ancient Greece Ancient Greece	Achievements of the earliest civilizations Ancient Egypt		A study that extends pupils' chronological knowledge beyond 1066 Tudors		
<u>Year 4</u>			<u>The Roman Empire and its impact on Britain</u> Romans		*Study of an aspect in British history that extends pupils' chronological knowledge beyond 1066. *Local History Study Victorians	
<u>Year 5</u>	<u>Changes in Britain from the Stone Age to the Iron Age</u> Stone Age		* <u>Britain's settlement by Anglo-Saxons and Scots</u> * <u>Viking and Anglo- Saxon struggle for the kingdom of England to Edward the Confessor</u> Anglo- Saxons and Vikings			
<u>Year 6</u>	A study that extends pupils' chronological knowledge beyond 1066 WW11		A non- European society that contrasts with British history The Mayans			



## Year 1

<u>Advent 1</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
Ourselves		Dinosaurs		Langley Now and Then	Queen Elizabeth II

<u>Langley Now and Then</u>			
<b><u>Pentecost 1</u></b>	<b>End of topic statement</b> It is easier to live in houses today than in Victorian times. Do you agree?	<b>Key Questions</b> Where do you think this is? Can you imagine how and what these artefacts might have been used for? How are Victorian houses different to the houses now?	<b>Key Vocabulary</b> Difference, Langley, similarities, Victorian, Bathroom, bedroom, utility room, Artefacts, mangle, range

<u>Queen Elizabeth II</u>			
<b><u>Pentecost 2</u></b>	<b>End of topic statement</b> It was an easy job to be the Queen. Do you agree?	<b>Key Questions</b> Was Elizabeth II in line to become Queen? What happened at Elizabeth's coronation? How has Queen Elizabeth's image changed during her reign? How easy is it to be a Queen?	<b>Key Vocabulary</b> Abdication, Princess Elizabeth, heir, etiquette, throne, royal Coronation, throne, orb, crown, swords, sceptre, coronation spoon Statues, money, stamps, photographs, paintings, silhouette, Remembrance, Parliament, investiture, timeline, Autograph, Prime minister, Head of the Church and Army, state visits, common wealth, Royal duties, Jubilee, platinum, celebrate



## Year 2

<u>Explorers</u>			
<b><u>Advent 1 and 2</u></b>	<b>End of topic task:</b> Modify Robert Falcon Scott's journey using modern inventions to ensure a successful outcome	<b>Key Questions</b> What sort of places do people go exploring? Can you explain why Neil Armstrong is considered to be a significant person? Can you name some of the changes in our world since the moon landing? Describe the main achievement of Tenzing Norgay and Edmund Hillary? How can we find out about a significant event that happened a very long time ago? Do you believe all explorers are men? Consider why Amelia Earhart is important and significant?	<b>Key Vocabulary</b> past, present, before, now, later, after, timeline, reliable, primary and secondary sources NASA, astronaut, shuttle, moon buggy, space suit, zero gravity, oxygen Mount Everest, Nepal, Himalayas, prayer flag, climate, South Pole, expedition.
<u>The Great Fire of London</u>			
<b><u>Lent 1</u></b>	<b>End of topic statement</b> London is now a safe place after the fire because of all the changes made. Do you agree or disagree?	<b>Key Questions</b> How has London changed between 1666 and now? What was the significance of the events of September 1666? How do we know so much about the great fire? Why did the fire spread so quickly and then what caused it to stop? How would you rebuild London in 1666 to make it safer? What changes came in after the great fire of London to make it safer?	<b>Key Vocabulary</b> past, present, before, now, later, after, fire break, leather bucket, metal hook, rebuild, safer, design, materials, problems, agree, disagree, change, similar, similarities, different, differences
<u>Castles</u>			
<b><u>Pentecost 1</u></b>	<b>End of topic statement</b> It is important that we still have castles from the past today? Do you agree?	<b>Key Questions</b> Why were castles built? Can you list the sequence of events that lead to the invasion of England by William the Conqueror? How do we know so much about the Bayeux Tapestry? Which type of castle do you think gave the most protection and why? How did each feature help protect the castle and those inside? What are the main jobs in a medieval castle?	<b>Key Vocabulary</b> motte, bailey, mound, closed/fenced in land, ditch, defend, surrounded, barracks, ruins, feature, moats, drawbridge, gate tower, high ground, high walls, curtain walls, flanking towers, marshal, herald



## Year 3

### Ancient Greece

<b><u>Advent 1</u></b>	<b>End of topic statement</b> The Ancient Greeks had a significant impact on the modern world. Agree or Disagree? How did the Ancient Greeks impact modern culture?	<b>Key Questions</b> Where was Ancient Greece? How did the Ancient Greek empire grow? Why did the Ancient Greeks start the Olympics? What was Ancient Greek Culture like? Were Ancient Greek Gods and Goddesses important in everyday life? What do we learn about the Ancient Greek way of life and beliefs from their myths? What are the differences and similarities between our lives today and those of the Ancient Greeks?	<b>Key Vocabulary</b> hemisphere, equator, Tropic of Cancer and Capricorn, peninsula, mountain, thunderbolt, mortals, overrule, foolish, argumentative, chariot, trident, earthquakes, ill-tempered, Atlantis, civilization, rulers, underworld, merciful, unpleasant and seldom.
------------------------	---	--	--

### Ancient Egypt

<b><u>Advent 2</u></b>	<b>End of topic statement</b> Religion played a crucial role in the everyday life of an Ancient Egyptian and guided their decisions and actions. Agree or Disagree.	<b>Key Questions</b> Where was Ancient Egypt? Why was the River Nile an important geographical feature for the Ancient Egyptians? How significant was the Rosetta Stone for historians? How and why did the Ancient Egyptians mummify some of the dead? Why were pyramids built? Were Ancient Egyptian Gods and Goddesses important in everyday life? Why is Tutankhamun considered to be such a significant person in History?	<b>Key Vocabulary</b> Egypt, Egyptians, Giza, River Nile, Valley of the Kings, desert, Agriculture, farming, transport, trade, papyrus, reeds, Shaduf, hieroglyphics, code, Rosetta stone, inscriptions, translation
------------------------	--	--	---

### The Tudors

<b><u>Pentecost 1 and 2</u></b>	<b>End of topic statement</b> Henry VIII was the best Tudor Monarch. Do you agree?	<b>Key Questions</b> Who were the Tudors? Why was the Battle of Bosworth important for the Tudors? Who was Henry Tudor and why was he important? What images do we have of Henry VIII? Why is Henry VIII considered to be such a significant person in History? How did Henry VIII views on marriage affect Britain at the time? Did Mary I deserve the title 'Bloody Mary'? How significant was Elizabeth I's reign? What can we learn about Elizabeth I from images at the time? What elements of 'court life' remain today? How do the monarchs of Tudor England compare and contrast?	<b>Key Vocabulary</b> primary source, secondary source, investigate, prevalent, similarities, differences, Yorkist, Lancastrian, battle, Tudor Rose, advantage, retreat, dispatched, cavalry, artillery, flank, reserve, Monarch, successor, descendant, unrest, uprising, house, finances, estates, advisors, invasion, treaties, heir, tuberculosis, Heretic/Heresy.
---------------------------------	---	--	---



## Year 4

### The Roman Empire and its impact on Britain

<u>Lent 1 and 2</u>	<b>End of topic statement</b>	<b>Key Questions</b>	<b>Key Vocabulary</b>
	The Roman invasion of Britain has greatly influenced our lives today. Do you agree?	<p>How did Rome grow from a city to an empire?</p> <p>Why did it take the Romans so long to fully invade Britain?</p> <p>What was the importance of Hadrian's wall?</p> <p>What can we learn about the Romans from the evidence they left behind?</p> <p>How did Roman roads shape Britain?</p> <p>How did the Roman invasion affect different people and how did they react?</p> <p>Was the Roman invasion successful?</p>	<p>Empire, Invade, Boudicca, Caesar, War, Trade, Hadrian's Wall, Legion, Auxiliary, Sentry duties, Fort, rebellion, Julius Caesar, Conquer, Celts</p>

### Victorians

<u>Pentecost 1 and 2</u>	<b>End of topic statement</b>	<b>Key Questions</b>	<b>Key Vocabulary</b>
	The Victorian Era has greatly shaped modern day Slough. Do you agree?	<p>Why is Queen Victoria considered to be such an influential figure?</p> <p>What can you find out about the countries in the British Empire?</p> <p>What was the Industrial Revolution and how did it affect Britain?</p> <p>What inventions during the Victorian Era influence our lives today?</p> <p>What were the main factors that impacted the health of Victorian Britain?</p> <p>How did the lives of the rich and poor differ?</p> <p>What was important to the rich/poor?</p> <p>Were all punishments in Victorian times appropriate?</p>	<p>Reign, Monarchy, Era, Century, Influential, Empire, Monarch, Emperor, British Empire, Political Stability, Colony, Industrial Revolution, Modernisation, Influential, Disease, Sanitary, Florence Nightingale, Modern era</p>



## Year 5

<b><u>Changes in Britain from the Stone Age to the Iron Age</u></b>			
<b><u>Advent 1 and 2</u></b>	<b>End of topic statement</b> Some believe that this era was one of the most innovative periods in history – do you agree?	<b>Key Questions</b> What is the relevance of Skara Brae when studying this era? What do we learn about religion and burials from existing historical sites? Why did the Stone Age become the Bronze Age? Why were clay pots so important to early people? What were Bronze age beliefs about religion? How did transport develop during the Bronze Age? How was Britain shaped by tribal kingdoms during the Iron Age? How do historians know what they know about this era?	<b>Key Vocabulary</b> Burial sight, Wiltshire, monument, prehistoric, stone circle, Copper, tin, Innovation, Metallurgy Smelting Casting Alloys , Irrigation, field system, Coiled , clay, kiln, Neolithic, cultural, technological, rural, terracotta, fired, monochrome, linear, geometric, Mesopotamia, megalithic, Stonehenge, Avebury

<b><u>Viking and Anglo- Saxon struggle for the kingdom of England to Edward the Confessor</u></b>			
<b><u>Lent 1 and 2</u></b>	<b>End of topic statement</b> Both the Anglo-Saxons and Vikings have made a lasting impact on Britain today. Do you agree?	<b>Key Questions</b> How did the Romans leaving affect Britain at that time? What was life like for the Anglo-Saxons and how do we know? What was life like for the Anglo-Saxons and how do we know? What image do we have of the Vikings? What made the Vikings such successful raiders? What made the Vikings such successful raiders? How does bias affect the interpretation of history? How does bias affect the interpretation of history? What can we learn about the Anglo-Saxon and Viking settlements from the study of place name endings? How did the roles of men and women during the Viking period compare and contrast? Did Alfred deserve the title of Alfred the Great? How have the Anglo-Saxon and Viking attitudes towards law and justice influenced us today?	<b>Key Vocabulary</b> Invade Invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, Sutton Hoo, craftsmanship, technological developments, Archaeologists, religion, jobs, social structure, excavations, Afterlife, Redwald, lyre, stereotypes, archaeologists, Vikings, bias



## Year 6

<u>WWII</u>			
<u>Advent 1 and 2</u>	<b>End of topic statement</b> Without WWII, there would not have been so many changes in our social, cultural, political, religious and technological life? Do you agree?	<b>Key Questions</b> What caused the outbreak of WWII? How did European leaders respond to Hitler and the growth of Nazism in Germany? How do we authenticate the reliability of sources of evidence from WWII? How and why was mass evacuation of towns and cities implemented in Britain during WWII and what was the social impact? How did the war impact on supply chains of goods in Britain during WW2? How was propaganda used to influence the thinking of the population during WWII? How did the role of women, culturally, change Britain during WW2? What technical changes enabled Britain to be victorious in the Battle of Britain? How did the German bombing campaigns impact everyday life in Britain? How did Hitler's ideologies result in the marginalisation of the European Jewish community? How and why did WWII come to an end?	<b>Key Vocabulary</b> World War II, Britain, Germany, Nazi, France, Chamberlain, Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers, Fuhrer, annexed, annex, troops, surrender, evacuation, evacuee, host family, billeting officer, identity label, gas mask, destination, propaganda, opinion, persuade, slogan, exaggeration, manipulation, Radar, Plotting Table, Dowding System, Operation Sealion, communication, Hurricanes, Barrage Balloons, Spitfires, Command Centre, Strategies, Kinder Transport, Holocaust, Nazism, evacuation, Prague, ideologies, marginalisation.
<u>The Mayans</u>			
<u>Lent 1 and 2</u>	<b>End of topic statement</b> The Maya were very successful in developing an advanced civilisation. Discuss.	<b>Key Questions</b> How does the timeline of the Maya compare with that of UK history during the same period? What do we learn from the remains of the Maya civilisation? What was life like for The Maya and how do we know? How was everyday life different for the rich and the poor of Maya society? How similar or different was Maya society to other societies at the same time? How important were the Maya beliefs to their everyday lives? What can codices reveal to us about the Maya? What were the main staples of the Maya diet? After creating such a successful civilisation, what caused the decline of the Maya?	<b>Key Vocabulary</b> Civilisation, Conquistador, Maya, Mesoamerica, Colony, Native, Caste System, Hieroglyphics, Glyphs, Codices, Chichen Itza, Coba, Tulum, Xuanantunich, Copan, malaria, warriors, nobles, sacrifice, hereditary, Huracan, Xibalba, Hun Huangpu, Kinich Ahau, Madrid Codex, Dresden Codex, Grolier Codex