**National Curriculum:**

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.

**Key stage 1**

**Pupils should be taught about:**

* Changes within living memory.
* Events beyond living memory that are significant nationally or globally.
* The lives of significant individuals in the past who have contributed to national and international achievements.
* Significant historical events, people and places in their own locality.

**Key stage 2**

**Pupils should be taught about:**

* Changes in Britain from the Stone Age to the Iron Age.
* The Roman Empire and its impact on Britain.
* Britain’s settlement by Anglo-Saxons and Scots.
* The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
* A local history study.
* A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
* The achievements of the earliest civilizations.
* Ancient Greece - a study of Greek life and achievements and their influence on the western world.
* A non-European society that provides contrasts with British history.

**Children in mixed age classes will complete the same baseline of work, to ensure the full History National Curriculum is taught.**

**There will be additional challenges tied into the objectives for the older year group in each class, planned by class teachers.**

**There will be significant differences in the expectations of the way that the different year groups record their work.**

**Cycle a, Spring term**

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| **EYFS / Year 1** | **Lesson 1 – Kings and Queens** | Lesson 2 - King John 1 and the Magna Carta | Lesson 3 – Henry III and Parliament  | Lesson 4 - Charles1 | Lesson 5 – Oliver Cromwell and the Commonwealth | **Lesson 6 – Assessment**  |
| Kings, Queens and Leaders(Planning will need tweaking to include King Charles III)  | Flashback:What are continents?  | Flashback:How many continents are there?  | Flashback:What do you remember about our learning of Europe?  | Flashback:What do you remember about our learning of Africa?  | Flashback:What do you remember about our learning of the Antarctica?  | To know England has been ruled by Kings and Queens for a long time.Option A: Give children images of the people studied in this unit and ask them to write some sentences about them. (Could be done orally) Can children place the images in chronological order? Option B: England has always had a king. Do you agree or disagree? |
| I will know that England has been ruled by Kings and Queens for many years | I will understand that King John made an important promise to the people of England. | I will know that a parliament was set up to make decisions for the country. | I will understand that King Charles I did not want to listen to Parliament. | *I will know that*  there was a time when England did not have a king. |
| Key Questions:What is the name of our country? Who is in charge of our country? What is a King?  What would a King or Queen wear for their coronation? What can you tell me about our King? How does someone become the King or Queen? Do you think it is easy to be a King or Queen? | Key Questions:Who is Queen Elizabeth? Who is King Charles III?Why are Kings and Queens special?Why were the Barons angry with King John (cause)? Can you explain what the Barons persuaded King John to do (consequence)? What promises were made in the Magna Carta? | If you were a farmer in 1215, what would you think of King John? Why did the barons get angry with him?Why were the barons angry at the king ? Who was Simon de Montfort and what did he do?Why did Simon de Montfort set up a parliament? | Who was King Henry III? Who was Simon de Montefort?Who was King Charles I?Why did people in England get angry with Charles? Why did Charles get angry with parliament? | What happened to Charles I and why?What did Oliver Cromwell do to try and help make England a better country? Did everyone agree with him? Do you think everyone would have been happy about their new leader? . Why do you think Charles’ son was hiding in France? |
| Key Vocabulary:King • Queen • Rule • majesty • royalty • reign • inherited • crown • coronation • throne • sceptre • orb • ring • bow | Key Vocabulary:Prisontrial tax power rule King John Barons Magna Carta  | Key Vocabulary:• Parliament • Representatives • Power • Tax • Civil war • Baron • Battle of Lewes • Simon de Montfort • King Henry III | Key Vocabulary:• civil war • taxes • parliament • executed • republic • Charles I • Capture • Oliver Cromwell • commonwealth | Key Vocabulary:• Republic • Puritan • Charles II • Oliver Cromwell • Lord Protector |  |

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| **Yr2 Yr 3** | **Lesson 1 - Gandhi** | **Lesson 2 – Rosa Parks and Martin Luther King** | **Lesson 3 – Malala Yousafzai** | **Lesson 4 – Greta Thunberg** | **Lesson 5 – Local hero: David Attenborough**  | **Lesson 6 – Assessment**  |
| Powerful voices | Flashback:How many countries in Northan Europe can you name?  | Flashback:What is the difference between physical and human features?  | Flashback:Can you describe the climate in Northern Europe?  | Flashback:What does the word migrate mean?  | Flashback:*Who is Roald Amundsen? What did he do?*  | To know that historians learn about the lives of significant people in time and look at the changes they try to make in the worldOption A: Create a timeline showing the people with ‘Powerful Voices’ we have studied and explain why each person is important/significant.Option B: Write an essay explaining the changes each of the people studied have made to the world and why they are so significant. |
| I will know that Gandhi is remembered as a significant person in history for his peaceful protests | I will know that Rosa Parks and Martin Luther King fought for equal rights for black people in America | I will know that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so | I will know that Greta Thunberg is a young, environmental activist | I will know that David Attenborough is a British broadcaster who makes natural history documentaries and speaks out about taking care of our planet |
| Key Questions:What is history?What does a historian do?What significant people have you learned about in history so far? | Key Questions:Who is Gandhi and what is he remembered for? What is a peaceful protest? How is Rosa Parks a role model to others? | Key Questions: | Key Questions:Why is it important to take care of our earth and how can we do it?What is an activist?What do you think an environmental activist is?what is a parliament? | Key Questions:What is an environmental activist? What is Climate Change? What do we know about Greta? What does she do to raise awareness about climate change and taking care of the earth? Have you ever heard of David Attenborough? |

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|  | Key Vocabulary:Empire British Empire Rule Colony PeaceIndependence Protest | Key Vocabulary: Peaceful protest Boycott Civil Rights Equality Segregation | Key Vocabulary:ActivistEducation Campaign Right Taliban Nobel Peace Prize | Key Vocabulary:EnvironmentClimate Change StrikeAsperger’s Syndrome Disability | Key Vocabulary:Environment Earth BroadcasterDocumentary Climate ChangeNatural historianNaturalistHumanity Television |  |

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| **Yr4 Yr5 Yr6** | **Lesson 1 – The British Empire** | **Lesson 2 – Global Trade** | **Lesson 3 – The Mughal Empire and East India Company** | **Lesson 4 – The Seven Years War** | **Lesson 5 – What motivates Britain to Build an Empire?**  | **Lesson 6 – Assessment**  |
| The Early British Empire | Flashback:What is the peak of a mountain called? | Flashback:Which mountain is the largest mountain in Western Europe?  | Flashback:Which mountain is the largest mountain in the world? Which is the tallest mountain in the world?  | Flashback:Can you name the three main mountain ranges North and South America?  | Flashback:Mountains around the world are all the same – agree or disagree?  |  |
| I will know that Britain had an empire | I will know that the origins of the British Empire in global trade. | I will know that the East India Company gained British political control in India | I will know that Britain was successful during the Seven Years War | I will know why Britain wanted an empire | Why did Britain Want an Empire?Essay: What Motivated Britain to build an empire? |
| Key Questions:What is an empire?What do you know about these monarchs ( Henry VII, Henry VIII, Elizabeth I, James I George II ) and periods 1400s-1700s) s in history?Why do you think these monarchs wanted to build an empire? | Key Questions:What is trade? Can we think of periods of history you have studied where there has been trade?What do you think people traded in the past? What can we grow in this country?Do you think people in the past had these things?What do you think are some of the positives and negative aspects of trade?Why was trade so important to the British? | Key Questions:What do you know about India?What do you know about the Mughal Empire?Why was India so valuable to the British Empire? | Key Questions:Why was India so valuable to the British empire?Rule Britannia. Do you think it should still be sung in Britain today? Why/Why not?What does the image of Britannia represent? | Can children remember the key dates and key people? |  |
| Key Vocabulary:Empire Imperial Trade Britain British Monarch Chronology Timeline Colonies | Key Vocabulary:Merchants Trade Merchandise Global Conquered Colony Imperial Trade Wealth Globalisation | Key Vocabulary:East India Company Colony Colonisation Merchant Mughal Empire Artillery Treaty | Key Vocabulary:Patriotism Seven Years War Rule Britannia Victory Invade War Colony | Key Vocabulary:Empire Imperial Trade Merchants Global Conquered Colony East India Company Mughal Empire Nawab Artillery Patriotism Seven Years War Rule Britannia |  |