

## Programme of Study for History

We base our programme of study on the National Curriculum and guidance from the Historical Association *Progression in history under the 2014 National Curriculum: A guide for schools*.

### **Purpose of study**

Our programme of study in history at Gresham Village School and Nursery 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 the time.

### **Aims**

Our history curriculum 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
- gain and use an understanding of abstract terms such as 'empire', 'civilisation', 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

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study.

## Curriculum Map for History

KS1	Year 1	Year 2	KS2	Year 3	Year 4	Upper Key Stage 2	
<b>Changes including within living memory</b>	<b>Then and now- our village and school</b> Chronological understanding <b>Sources and evidence</b> Analysis and presentation	<b>Castles and cathedrals</b> Chronological understanding <b>Continuity and change</b> Analysis and presentation	<b>Local and thematic</b>	<b>Transport</b> Chronological understanding <b>Cause and effect</b> Analysis and presentation	<b>Sheringham</b> Chronological understanding <b>Continuity and change</b> Analysis and presentation	<b>Migration to Britain</b> Chronological understanding <b>Continuity and change</b> Analysis and presentation	<b>Norwich: a changing city</b> Chronological understanding <b>Continuity and change</b> Analysis and presentation
<b>Significant people and events</b>	<b>Saving Lives- Henry Blogg and Mary Seacole</b> Chronological understanding <b>Cause and effect</b> Analysis and presentation	<b>Fire Fire- the Great Fire of London</b> Chronological understanding <b>Cause and effect</b> Analysis and presentation	<b>British</b>	<b>Stone Age to Iron Age</b> Chronological understanding <b>Continuity and change</b> Analysis and presentation	<b>Roman Britain</b> Chronological understanding <b>Cause and effect</b> Analysis and presentation	<b>Anglo-Saxon, Viking and Scots settlement in Britain</b> Chronological understanding <b>Cause and effect</b> Analysis and presentation  <b>Viking York</b> Chronological understanding <b>Sources and evidence</b> Analysis and presentation	<b>World War 2</b> Chronological understanding <b>Cause and effect</b> Analysis and presentation
		<b>Move it- Explorers in history and the travels of ibn Battuta</b> Chronological understanding <b>Sources and evidence</b> Analysis and presentation	<b>Ancient and non-European civilisations</b>	<b>Ancient Egyptian Civilisation</b> Chronological understanding <b>Sources and evidence</b> Analysis and presentation	<b>Ancient Greece</b> Chronological understanding <b>Sources and evidence</b> Analysis and presentation		<b>Mayan Civilisation</b> Chronological understanding <b>Sources and evidence</b> Analysis and presentation

## Progression in historical skills and concepts

Historical concepts	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological understanding	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Distinguish between the past, present and future.  Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.  Use common words and phrases associated with time.	Distinguish clearly between the past, present and future.  Develop an understanding of time and chronology through a period of time eg using simple timelines.  Use words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period, century.	Develop an understanding of time and chronology, placing people, objects and events within a broad historical sequence.  Use appropriate words, phrases and conventions associated with the recording of dates and time, such as BC, AD, age, period, century.
Continuity and change	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand change and continuity eg in personal life, in family and local history.	Develop an understanding of change and continuity by exploring similarities and differences between the past and the present.	Develop an understanding of change and continuity by exploring similarities and differences between the past and the present and between different periods in the past.
Cause and effect	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Understand the causes of events and some of their consequences.	Understand the reasons for, and the effect of, some events and changes in the past.	Understand the reasons for, and the effect of, some events and changes in the past.  Appreciate that events usually have a number of causes and outcomes.
Sources and evidence		Examine a range of simple historical evidence.	Examine and use historical evidence to find out about the past.	Examine and use critically a wide range of historical evidence.  Distinguish between primary and secondary sources.

		<p>Distinguish between fictional accounts in stories, myths and legends and real people and events in the past.</p> <p>Make simple deductions from evidence.</p>	<p>Begin to distinguish between primary and secondary sources.</p> <p>Ask questions about a piece of evidence.</p> <p>Summarise information in, and make simple deductions from, a single source of evidence.</p>	<p>Compare accounts of a person or event from two or more sources.</p> <p>Appreciate that evidence can be interpreted in a number of ways.</p>
Analysis and presentation	<p>Adapt and recount narratives and stories with peers and their teacher.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Communicate knowledge of stories, people and events from the past in a variety of ways.</p>	<p>Use evidence and imagination to reconstruct and communicate elements of the past eg through written work, diagrams, maps, presentations, models.</p>	<p>Select and organise historical information.</p> <p>Use imagination and evidence to reconstruct elements of the past.</p> <p>Communicate understanding of the past in a variety of ways.</p>

## Year 7 destinations

Our children transfer to three high schools, all with different content in Year 7 history. We are confident that the historical content that our children learn at Gresham Village will equip them with the knowledge and skills required for whichever high school they transfer to.

<b>Sheringham High School</b>	<b>Cromer Academy</b>	<b>Aylsham High School</b>
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What is History?	Anglo-Saxons and Vikings	1066 and the Battle of Hastings
Medieval England	The Norman Conquest	Medieval Kings
Tudors	Medieval life and the power of the Church	Tudor and Stuart England
English Civil War and the development of democracy	The Crusades	Industrial Britain
Empires	Medieval power and conflict	
	The Black Death and Peasant's Revolt	

## Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- 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
- significant historical events, people and places in their own locality.

In Key Stage 1, history is taught as part of each cross-curricular topic, which is detailed in the **Key Stage 1 Curriculum Overview**. The historical elements of these units are set out below.

## Year 1

### Autumn Term

#### From the Y1 theme: Light

This theme focuses on the Christmas, Divali and Hannukah festivals of light culminating in a class assembly that includes a dance of light and dark. The children learn about the stories behind each festival and ways in which the festivals are celebrated around the world. They distinguish between fictional accounts, myths and legends in relation to these stories and use them to investigate cause and effect.

Subject knowledge, skills and concepts	Prior and future learning
Skills and concepts:	EYFS: Divali, Winter festivals.

<ul style="list-style-type: none"> <li>• Distinguish between fictional accounts in stories, myths and legends and real people and events in the past.</li> <li>• Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.</li> <li>• Understand the causes of events and some of their consequences</li> </ul>	Although the historical context for this learning comes from religious stories, it is a good opportunity to learn about the historical skills and concepts across.
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## Year 1 Spring Term

### From the Y1 theme: Light

**Summary of learning:** This theme focuses on the school environment and its surrounding area as a means of teaching the children about maps and about how places change over time. It culminates in a display of the children's research into the history of the school, including a re-enactment of the school in Victorian times. Starting with observation of the area and using aerial photographs, the children learn to make maps of the school and the area around the church. They discuss the similarities and differences between a village, town and city.

The children meet the Rector for a tour of the interior of the church and learn about the importance of the font, altar and other artefacts for the people who worship there. They make sketches of the church and some of its features. They then use sketches of the school and church and make rubbings of surfaces to talk about patterns and shapes they've observed. They then explore replicating these in print using a variety of materials, colours and simple printing techniques, such as block, press and sponge printing.

The children invite adults into school to talk about what the school was like in the past; they examine old photographs and artefacts; and use their research to produce their exhibition.

**Theme outcome:** Make an exhibition of learning about how the school has changed over time.

Subject knowledge, skills and concepts	Prior and future learning
<b>Knowledge and understanding:</b> <ul style="list-style-type: none"> <li>• Learn about changes within living memory eg how the school has changed over time</li> <li>• Learn about significant historical ... places in their locality eg All Saints' Church in Gresham</li> </ul> <b>Skills and concepts:</b> Chronological understanding <ul style="list-style-type: none"> <li>• Distinguish between the past, present and future.</li> </ul>	EYFS: Toys around the World. Homes around the World.  This is the first time that the children have been introduced to the historical concept of sources and evidence.

<ul style="list-style-type: none"> <li>• Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.</li> <li>• Use common words and phrases associated with time.</li> </ul> <p>Sources and evidence</p> <ul style="list-style-type: none"> <li>• Examine a range of simple historical evidence.</li> <li>• Make simple deductions from evidence.</li> </ul> <p>Analysis and presentation</p> <ul style="list-style-type: none"> <li>• Communicate knowledge of stories, people and events from the past in a variety of ways.</li> </ul> <p><b>Vocabulary to teach:</b> past, present, future, Victorian</p>	<p>Learning in this unit leads on the Y1 unit 'Saving Lives'. Evidence and sources are next explored in the Y2 unit 'Move It'.</p>
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## Year 1 Summer Term

### From the Y1 theme: Saving Lives

#### Summary of learning:

Using primary and secondary sources, the children find out about the lives of two people from history, who have saved people's lives- Henry Blogg and Mary Seacole. This includes an exciting visit to the Lifeboat station and museum at Cromer and visits from a local nurse and the RNLI to discuss their jobs.

Subject knowledge, skills and concepts	Prior and future learning
<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Learn about significant historical events, people and places in their own locality.</li> <li>• Learn about the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul> <p><b>Skills and concepts:</b></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> <li>• Distinguish between the past, present and future.</li> </ul>	<p>Understanding chronology in previous Y1 work on Hannukah in 'Light!' and 'Then and Now'.</p> <p>This is the first time that children have been introduced to the historical concept of cause and effect.</p>

<ul style="list-style-type: none"> <li>• Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.</li> <li>• Use common words and phrases associated with time.</li> </ul> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>• Understand the causes of events and some of their consequences.</li> </ul> <p>Analysis and presentation</p> <ul style="list-style-type: none"> <li>• Communicate knowledge of stories, people and events from the past in a variety of ways.</li> </ul> <p><b>Vocabulary to teach:</b> Past, present, future, century, Victorian</p>	<p>Learning in this unit about chronology and cause and effect leads on to the Y2 unit 'Fire Fire!'</p>
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## Year 2

### Year 2 Autumn Term

#### From the Y2 theme: Fire Fire!

##### Summary of learning:

Using a range of historical sources, the children find out about the events of the Great Fire of London, investigating the time of the fire, its causes, how it spread, what Londoners did to control the fire and then what happened afterwards. They learn about the properties of the different materials that were used in the seventeenth century to build houses. They then use the knowledge they have gained to build their own model of London, which they spectacularly set alight in the school woods. The children use this opportunity not only to understand how the Great Fire spread, but also to understand how different materials react to fire and heat. The children find out about fire safety and compare and contrast fire fighting then and now with a visit from the Fire Service.

**Theme outcome:** Build a model of seventeenth century London and set it on fire!

Subject knowledge, skills and concepts	Prior and future learning
<b>Knowledge and understanding:</b> <ul style="list-style-type: none"> <li>• learn about events beyond living memory that are significant nationally</li> </ul>	<p>Previous Y1 unit work on chronology 'Then and Now' and</p>

<p><b>Skills and concepts:</b></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> <li>Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.</li> <li>Use common words and phrases associated with time.</li> </ul> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>Understand the causes of events and some of their consequences.</li> </ul> <p>Analysis and presentation</p> <ul style="list-style-type: none"> <li>Communicate knowledge of stories, people and events from the past in a variety of ways.</li> </ul> <p><b>Vocabulary to teach:</b> seventeenth century, reign, 1666, Charles II, Samuel Pepys, cause, consequence</p>	<p>‘Saving Lives’. The children have previously learnt about cause and effect in the Y1 unit ‘Saving Lives’.</p> <p>This learning leads on to studying Sarah Forbes Bonetta in the Y2 unit ‘Move It’ and cause and effect in the Y3 unit ‘Transport’.</p>
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## Year 2 Spring Term

### From the Y2 theme: Move It!

#### Summary of learning:

This theme uses the book ‘Famous Explorers - Interactive History Book for Kids (Lift-the-flap History)’ by [Joshua George](#) and [Ed Myer](#) as a stimulus for learning about significant historical figures and the technology of sliders and levers and culminates in the children making their own ‘moving’ pictures based on what they have learnt in history. In history, the children learn about the life and travels of Ibn Battuta, an Islamic medieval explorer, who explored large parts of the continents of Europe, Africa and Asia from his homeland in Morocco. By comparing his life to other famous explorers, the children develop their understanding of historical sources and the idea of significance in history.

#### Theme outcome:

Make a historical picture with moving parts.

Subject knowledge, skills and concepts	Prior and future learning
<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>Learn about the lives of significant individuals who have contributed to national and international achievements</li> </ul>	<p>Previous Y1 and Y2 learning about chronology, significant people such as Henry Blogg and</p>

<p><b>Skills and concepts:</b></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> <li>• Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.</li> <li>• Use common words and phrases associated with time.</li> </ul> <p>Sources and evidence</p> <ul style="list-style-type: none"> <li>• Examine a range of simple historical evidence.</li> <li>• Make simple deductions from evidence.</li> </ul> <p>Analysis and presentation</p> <ul style="list-style-type: none"> <li>• Communicate knowledge of stories, people and events from the past in a variety of ways.</li> </ul> <p><b>Vocabulary to teach:</b></p> <p>Morocco, Africa, Asia, America, medieval, caravan, explore, historical source, reliability, Christopher Columbus, discovery.</p>	<p>Mary Seacole 'Saving Lives', 'Then and Now' and 'Fire, Fire!'.</p> <p>This learning leads on to further understanding of chronology and the medieval world in 'Castles and Cathedrals' and sources and evidence in the Year 3 unit 'Ancient Egyptian Civilisation'.</p>
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## Year 2 Spring Term

### From the Y2 theme: Castles and Cathedrals

#### Summary of learning:

Castles and Cathedrals begins with a visit to Norwich Castle and the cathedral as the stimulus for an historical enquiry into life in Medieval times. The children find out about, compare and contrast the lives and work of people who lived and worked in the castle and of the monks who lived in the cathedral priory, particularly looking at the lives of rich and poor and of the importance of religion in daily life.

The children find out about how the cathedral was built and the craftspeople who built it, specifically stone masons, metal workers and carpenters. Using this knowledge, the children learn about the specific properties of metal, stone and wood and how it is used to make modern day products. For example, how metal can be melted and molded to make cans, coins, cars etc. They use the knowledge gained to work scientifically to investigate how the shape of different materials can be changed through squashing, bending, twisting, stretching and melting.

Using the stained glass windows in Norwich Cathedral as a stimulus, the children find out about the life of Jesus and his crucifixion and meet the rector to reflect on the importance of Jesus to Christians.

**Theme outcome:** History display about life in Medieval times

Subject knowledge, skills and concepts	Prior and future learning
<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>Learn about significant historical events, people and places in their own locality.</li> </ul> <p><b>Skills and concepts:</b></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> <li>Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.</li> <li>Use common words and phrases associated with time.</li> </ul> <p>Continuity and change</p> <ul style="list-style-type: none"> <li>Explore similarities and differences between the past and present</li> </ul> <p>Analysis and presentation</p> <ul style="list-style-type: none"> <li>Communicate knowledge of stories, people and events from the past in a variety of ways.</li> </ul> <p><b>Vocabulary to teach:</b> Medieval, Middle Ages, century, castle, great hall, lord, servant, cathedral, priory, monastery, monk, carpenter, stone mason, metal worker, blacksmith.</p>	<p>This is a new period of history, but builds on children's knowledge about castles. In the Year 1 unit 'Then and Now', the children visited the church at Gresham.</p> <p>This builds up children's understanding of historical chronology for future history units and leads on to future learning in Years 5 and 6 about 'Norwich: a changing city'.</p>

## Programme of study for Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

### Lower Key Stage 2 Study Units

#### Year 3

##### Year 3 Autumn Term

<b>The Stone Age to Iron Age in Britain</b>
<b>Summary of learning:</b> This unit leads directly on to comparisons in the Y3 unit 'Ancient Egyptian Civilisation' and the Y4 unit 'Ancient Greece'. Chronological knowledge is built on in the year 4 unit 'Roman Britain'.  The children will learn to place the Stone Age, Bronze Age and Iron Age in time and find out about Neolithic Skara Brae, the building of Bronze Age Stonehenge and Iron Age hillforts such as Maiden Castle. They will study Skara Brae in some depth, looking at the remains that archaeologists have uncovered and using this to build up a picture of the settlement there and what life might have been like. Make comparisons between Skara Brae and Maiden Castle and investigate how civilisation in Britain might have changed between Stone Age and Iron Age times.  <b>Historical concepts:</b> Chronological understanding, Continuity and change, Analysis and presentation  <b>Vocabulary to be used and understood:</b> Neolithic, Technology, Settlement, Hillfort, Iron Age, Bronze Age, Stone Age, Archaeology, Archaeologist, Artefacts, Reconstruct, Civilisation

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### Year 3 Spring Term

<b>Ancient Egyptian Civilisation</b>
<b>Summary of learning:</b> This unit builds on the knowledge gained in the Y3 unit 'Stone Age to Iron Age Britain'. It leads on to the study of other Ancient civilisations in the Y4 unit 'Ancient Greece' and the UKS2 unit 'Mayan Civilisation'.  In this study unit, the children will begin by learning about the importance of the River Nile in relation to the development of Ancient Egypt. The children will learn about the difference between primary and secondary evidence and then use different evidence to research how the Great Pyramid at Giza came about and what it was for. They will then use evidence from the time of Rameses II to understand the importance of the pharaoh in Ancient Egyptian society and how pharaohs wanted history to remember them. Finally, the children will compare the civilization of Ancient Egypt with civilization in Britain in the Stone Age to Iron Age period. To support the children's understanding of the period and primary evidence, the children will visit the Egyptian exhibition at Norwich Castle.  <b>Historical concepts:</b> Chronological understanding, Sources and evidence, Analysis and presentation  <b>Vocabulary to be used and understood:</b> AD, BCE, period, century, chronology, civilization, pyramid, mummification, pharaoh, religion, society, evidence, primary and secondary sources, archaeologists, similarities, differences

### Year 3 Summer Term

<b>Local history: transport</b>
<b>Summary of learning:</b> This builds on previous local history studies in Y1 'Saving Lives' and in Y2 'Castles and Cathedrals'. Learning in this unit builds children's chronological understanding of modern history that began with the Y1 unit 'Saving Lives'. It leads leads on to the Y4 unit on 'Sheringham' and the UKS2 unit 'Norwich: A changing city'.

In this study unit, the children learn about how transport has changed over the last two hundred years. They will learn about George Stephenson and the invention of the railways, Karl Benz and the invention of the car and the invention of the aeroplane by Orville and Wilbur Wright, putting these events and other notable transport events into a timeline.

Through the study of local maps and photographs through the ages, the children will investigate how transport has changed through the ages in terms of the road and rail networks and the services associated with it, such as the disappearance of blacksmiths and the building of petrol stations. They will visit the steam railway at Sheringham and use the knowledge gained from this to compare transport before the Second World War with transport before the railways and with today.

**Historical concepts:** Chronological understanding, cause and effect, analysis and presentation

**Vocabulary to be used and understood:** evidence, source, changes, consequences, chronology, cause, effect, transport, road and rail network.

## Year 4

### Year 4 Autumn Term

#### The Ancient Greeks

**Summary of learning:**

This unit builds on the Y3 unit on 'Ancient Egyptian Civilisation' and Y3 writing units on Ancient Greek mythology. It involves a comparison with the Y3 unit 'Stone Age to Iron Age Britain'. It leads on to the year 4 unit 'Roman Britain' and the UKS2 unit on 'Mayan Civilisation'.

In this study unit, the children start from the point of view of archaeology by studying what remains of the city of Athens. They use this starting point to build up a picture of life in Ancient Athens, finding out about how the Ancient Greeks lived, their religion and how society was structured, including democracy and the differences between rich and poor. They compare Ancient Greek society with how people were living in Britain at the same time (link to Stone Age to Iron Age in Britain) and consider the impact of the Ancient Greek civilisation on the world, including their influence on government, sport and the English language.

**Historical Concepts:** Chronological understanding, sources and evidence, analysis and presentation

**Vocabulary to be used and understand:** AD, BC, century, Ancient Greece, civilization, religion, society, democracy, colonisation, Mediterranean, Parthenon

#### Year 4 Spring Term

##### The Romans in Britain

**Summary of learning:**

This unit builds on the chronological understanding of British history that began in the Y3 'Stone Age to Iron Age Britain' and study of ancient civilisations in Y3 'Ancient Egyptian Civilisation' and Y4 'Ancient Greece'. It leads on to learning in the UKS2 on 'Anglo-Saxons, Vikings and Scots Settlements in Britain' and the UKS2 unit on 'Mayan Civilisation'.

In this study unit, the children learn about who the Romans were and where they came from. They learn about the Roman invasion of Britain in 43 AD and how the Romans established cities such as Colchester. They will find out about Roman roads and settlements and how people lived in Roman Britain, including the difference between the rich and poor.

They learn about Boudicca's rebellion in 60 or 61AD, finding out about the reasons for the rebellion and what happened.

**Historical Concepts:** Chronological understanding, cause and effect, analysis and presentation

**Vocabulary to be used and understand:** AD, BC, century, settlement, villa, invasion, rebellion, Celtic, Iceni, Roman, empire

#### Year 4 Summer Term

##### Local history: Sheringham

**Summary of learning:**

This unit builds on the chronological understanding and local historical knowledge of the Y1 unit 'Saving Lives' and the Y3 unit 'Transport'. It leads on to the UKS2 unit 'Norwich: a changing city'.

In this study unit, the children learn how the local town of Sheringham has changed from Victorian times to the present day, building on knowledge gained about the coming of the railways in the Y3 unit 'Transport'. Through a visit to Sheringham Museum, the children find out about the fishing and boat building industry in the town during Victorian times. Through photographs, old maps and film, they also find out about how the shops in Sheringham have changed over time and the reasons for this. Finally, they complete a comparison of the town at three points in its history- 1900, 1950 and the present day, using photographs taken in the past with modern photographs taken by the children on their visit.

**Historical concepts:** Chronological understanding, continuity and change, analysis and presentation

**Vocabulary to be used and understood:** evidence, source, change, continuity, chronology, industry, retail, tourism

## Upper Key Stage 2

### Upper Key Stage 2 Autumn Term 2021

#### The Anglo-Saxons, Vikings and Scots Settlement in Britain

**Summary of learning:**

This unit builds on chronological knowledge from the Y4 unit 'Roman Britain'. It leads on to the UKS2 unit 'Viking York' and relates conceptually to the UKS2 unit 'Journeys: Migration to Britain'.

In this study unit, the children learn about the chronology of Anglo-Saxon, Viking and Scots invasions, settlements and kingdom building from the end of the Roman Empire from 410AD to 1000AD. They find out why these different peoples settled in Britain and who they were. They study how the Vikings and Anglo-Saxons got on with each other, using the Anglo-Saxon Chronicle to find out about the Viking raid on Lindisfarne in 793. The children learn about the wars between King Alfred and the Danes (865-878) and understand about the cause and effects of these events. Finally, they consider the impact of the Anglo-Saxons and Danes on our landscape today through architectural remains, their impact on local settlement in this area (seen through place names) and their impact on the English language.

**Historical concepts:** Chronological understanding, cause and effect, analysis and presentation

**Vocabulary to be used and understand:** AD, century, reign, Anglo-Saxon, Viking, Scots, invasion, settlement, kingdom, Danes, Danelaw, legacy.

## Upper Key Stage 2 Spring Term 2022

### Journeys: Migration to Britain

**Summary of learning:**

This unit builds on the UKS2 unit on 'Anglo-Saxons, Vikings and Scots settlement of Britain' and learning in KS1 about Mary Seacole (Y1 Saving Lives) and Sarah Forbes Bonetta (Y2 Move it). It relates to 'Norwich: a changing city' and is also supported by learning about black history and the British Empire in the assembly programme. It leads on to learning at Sheringham High School in the Y7 unit 'Empire'. It is based on the Historical Association unit of the same title.

In this study unit, the children begin by looking at the migration of different people into Britain at five points in history: the period of the Anglo-Saxons, Vikings and Scots settlement; Huguenot and Flemish immigration in the 17<sup>th</sup> Century; Black Caribbean immigration in the 1950s and 1960s; Eastern European immigration from 2004; and Syrian and Afghan immigration in the 2010s and 20s. They learn about who and why people came into Britain at these times, giving reasons such as war, persecution, desire for conquest and economics.

The children then study in more depth the experiences of specific individuals, whose lives were defined by experiences of immigration, such as Walter Tull, Claudia Jones and Jayaben Desai. The unit ends with a discussion and analysis of the impact of migration on Britain and how it has influenced our language, the way we eat, music, how we view the world, discrimination and racism.

**Historical concepts:** Chronological understanding, continuity and change, analysis and presentation

**Vocabulary to be used and understood:** immigration, immigrant, emigration, Huguenot, Flemish, Caribbean, persecution, discrimination, racism, multi-culturalism.

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## Upper Key Stage 2 Summer Term 2022

Viking York
<p><b>Summary of learning:</b></p> <p>Depending on the position of the UKS2 cycle, they will either relate this to what they have already learnt about King Alfred in the UKS2 unit on 'Anglo-Saxons, Vikings and Scots settlement of Britain' or use it as background knowledge for that study. It leads on to learning in year 7 at each high school about Medieval Britain. This unit is in the context of a class residential trip to the city of York, which includes a visit to the Jorvik Centre.</p> <p>In this study unit, the children develop their understanding of who the Vikings were and why they were in the city of York (or Jorvik) in the 10<sup>th</sup> Century. Through studying fragments of primary sources, they learn about Erik Bloodaxe, King of Northumbria and how he came to rule in York. Through a study of the archaeological finds at Coppergate and the reconstruction of Viking York at the Jorvik Centre, the children build up a picture of Viking life in Jorvik in the Tenth Century, including Viking homes, industry and trade with Europe. They consider the impact of their civilisation on Britain, including their influence on the English language.</p> <p><b>Historical concepts:</b> Chronological understanding, sources and evidence, analysis and presentation</p> <p><b>Vocabulary to be used and understood:</b> invasion, raid, settlement, Viking, Dane, Scandinavia, long ship, archaeology, kingdom, trade, colonization, Tenth Century, AD</p>

## Upper Key Stage 2 Autumn Term 2022

Ancient Civilisations: The Mayans
<p><b>Summary of learning:</b></p> <p>This unit builds on previous learning about Ancient Greek and Egyptian Civilisations, but is the first time that children study a civilisation outside the Mediterranean world. The children have studied archaeological evidence in previous units- 'Stone Age to</p>

Iron Age Britain', 'Ancient Egyptian Civilisation', 'Ancient Greece' and 'Viking York'. This unit is supported by the Historical Association scheme of learning 'The Maya'.

In this unit, the children place Mayan civilisation (2000BCE- 1697AD) in the context of the history studied during Key Stage 2. Using archaeological evidence, the children will learn about Mayan civilisation in terms of what remains and the artefacts that have been found. They will use this to understand their social structure and religion, writing, perspective of time and mathematics.

The children will then compare and contrast Mayan civilisation with the Stone Age in Britain and Ancient Egyptian civilisation and discuss what is meant by civilisation.

**Historical concepts:** Chronological understanding, sources and evidence, analysis and presentation

**Vocabulary to be used and understood:** Mesoamerica, Codex, Chichen Itza, civilization, archaeologists, archaeology, Maya, emblem, glyphs, hieroglyphs, stelae, civilisation.

## Upper Key Stage 2 Spring Term 2023

### Norwich- a changing city

#### Summary of learning:

This unit builds on previous local studies 'Transport' and 'Sheringham' and learning about the history of Britain throughout KS2. It relates to the UKS2 unit 'Journeys: Migration to Britain'. It leads on to learning in Y7 about Medieval and Tudor and Stuart Britain.

The children will learn about Norwich at four points in its history: as an Anglo-Saxon settlement; the impact of the Normans on the city through the building of the castle and cathedral; the weaving industry in Tudor and Stuart Norwich; and the growth of Norwich in the nineteenth and twentieth centuries with the building of the railways and the impact of bombing during the Second World War. This will include a walk through historical Norwich to look, first hand, at what remains from each of these points.

The children will then look in more depth at Tudor and Stuart Norwich, visiting Strangers' Hall, looking at the buildings that still exist and using documents to compare the lives of rich and poor in Tudor and Stuart Norwich.

**Historical concepts:** Chronological understanding, continuity and change, analysis and presentation

**Links to other units:** Anglo-Saxon Settlements, The Norman Conquest of England, Transport study unit in Geography.

**Vocabulary to be used and understand:** Twelfth, Sixteenth, Nineteenth Century, settlement, city, industry, Industrial Revolution, railways, transport, immigration, Netherlands, Flemish, Huguenot, Tudor, the Blitz.

## Upper Key Stage 2 Summer Term 2023

### Local history: World War II

**Summary of learning:**

This study builds on learning in the Y4 unit 'Sheringham' and the UKS2 unit 'Norwich: a changing city'. It leads on to learning later in KS3 about the Second World War.

Children will learn about the outbreak of war in 1939 and the reasons for this, including the consequences of the 1919 Treaty of Versailles at the end of the First World War. They will learn about how the country prepared itself for war and, in particular, preparations for the bombing of British cities, including air raid precautions and the evacuation.

Using primary sources, including photographs, film and documents of the time, the children will learn in detail about the organization of the evacuation, where the children went and about their experiences of evacuation. This will include local sources, including the school log. Finally, the children will reenact their learning in a visit as an evacuee at Sheringham steam railway and use this experience and their prior learning to write diaries and letters in their writing lessons.

**Historical concepts:** Chronological understanding, cause and effect, analysis and presentation

**Vocabulary to be used and understood:** Blitz, evacuee, air raid precaution, Anderson shelter, evacuation, Dispersal Scheme, Nazi.

