

St John the Baptist RC Primary Dartmouth - History Enquiry Coverage and Overview.

CLASS 1	Autumn Term	Spring Term	Summer Term
Year A	How has transport changed throughout History?	What happened during the Great Fire of London?	How do our favourite toys and games compare with those of children in the 1960s?
Year B	How have we changed?	What happens at a coronation?	Did milk always come in a carton?

CLASS 2	Autumn Term	Spring Term	Summer Term
Year A	Great explorers What does it take to be a great explorer?	Vikings enquiry (lower KS2) What did the Vikings want and how did Alfred help to stop them getting it?	
Year B	History Makers – (Guy Fawkes 4/5 sessions) Who is the greatest history maker?	Pompeii How do we know so much about where Sappho used to live?	Stone Age Enquiry (lower KS2 6/7 sessions) How did the lives of ancient Britons change during the Stone Age?

CLASS 3	Autumn Term	Spring Term	Summer Term
Year A	WW1 Local study How did the First World War affect the lives of people where I live? (KS1 enquiry to be adapted to KS2)		Shang Dynasty – China (World) How did a pile of dragon bones help to solve an Ancient Chinese mystery?
Year B	Romans (British) How did the arrival of the Romans change Britain?	The British Empire (British) Why did Britain once rule the largest empire the world has ever seen?	Trojan Horse (World) The story of the Trojan Horse: historical fact, legend or classical myth?
Year C	Bronze Age enquiry (British) What is the secret of the standing stones? (Bronze Age Britain)	Anglo-Saxons (British) Who were the Anglo-Saxons and how do we know what was important to them?	Mayans Enquiry (World) Why did the ancient Maya change the way they lived?

History links to the Early Years Foundation Stage Profile:

Characteristics of Effective Learning: Playing and Exploring engagement; Playing with what they know; **Creating and Thinking Critically;** Making links

Communication and Language: Listening and attention: They give their attention to what others say and respond appropriately

Communication and Language: Understanding: They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Communication and Language: Speaking: Uses vocabulary focused on objects and people that are of particular importance to them; Builds up vocabulary that reflects the breadth of their experiences. Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Mathematics: Shape, space and measure: Uses everyday language related to time.

Understanding the World

Past and Present ELG

- Talk about the lives of the 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;

People Culture and Communities ELG

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Intellectual skills
Travel and transport How has transport changed? Class 1 Year A Autumn	<i>How has transport changed?</i> <i>What were the Viking Longboats?</i> <i>How have cars changed?</i> <i>Who was George Stephenson?</i> <i>Who invented aeroplanes?</i> <i>How is travel of the past present and future different or the same?</i>	Develop an awareness of the past, using common words and phrases relating to the passing of time. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Specific knowledge: Demonstrate an understanding of the ways in which travel and transport has changed throughout history. Talk about what they know about the inventions of cars, trains and aeroplanes. Know some of the significant people involved in the development of different types of transport.	Identifying Recognising Describing Observing Compare and contrast

<p>What happened during the Great Fire of London?</p> <p>Class 1 Year A Spring</p>	<p><i>What did Toby help the King do?</i></p> <p><i>What happened during the Great Fire of London?</i></p> <p><i>Why was Samuel Pepys a famous person in the Great Fire of London?</i></p> <p><i>How do artefacts help us understand what happened in the Great Fire of London?</i></p> <p><i>How have fire engines and firefighters changed since the Great Fire of London?</i></p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Specific knowledge:</p> <p>Events beyond living memory that are significant nationally or globally.</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</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p>
<p>How do our favourite toys and games compare with those of children in the 1960s?</p> <p>Class 1 Year A Summer</p>	<p><i>Why do Historians divide up time?</i></p> <p><i>What do people remember about the 1960's/</i></p> <p><i>How do the most popular toys and games of the 1960s compare with those of today?</i></p> <p><i>Why were there no smart toys and games in the 1960s?</i></p> <p><i>How can we make sure we play with smart toys and games safely and securely?</i></p> <p><i>What do adults I know remember about the 1960s?</i></p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Historical concepts:</p> <p>Continuity and change</p> <p>Similarity and difference</p> <p>Sources</p> <p>Chronology</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Compare and contrast</p>

Key vocabulary	King, queen, tree, ruler, in charge, forest, control, monarch, jungle, authority		
How have we changed? (investigation 5) Class 1 Year B Autumn	<i>What is History?</i> <i>How have you changed since you were a baby?</i> <i>How were familiar things and places different in the past?</i>	Chronological understanding Sequence events in their life -Match objects to people of different ages Range and depth of historical knowledge -Recognise the difference between past and present in their own and others lives -They know and recount episodes from stories about the past Interpretation of history Use stories to encourage children to distinguish between fact and fiction -Compare adults talking about the past – how reliable are their memories? Historical enquiry Find answers to simple questions about the past from sources of information e.g. artefacts,	Identifying Recognising Describing Observing Compare and contrast
Key vocabulary	Steam engine, carriage, ice-cream van, boat, sail, engine, harbour, quay, lighthouse, evening, park, Summer, plant, blossom, orchard, ripen, barn, somersault, place, town, house.		
What happens at a coronation? Class 1 Year B Spring	<i>What is a crown and who wears one?</i> <i>How many kings and how many queens?</i> <i>How can we tell the difference between a king and a queen?</i> <i>What are the crowns like?</i> <i>What happens at a Coronation?</i>	Develop an awareness of the past, using common words and phrases relating to the passing of time. 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. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Historical concepts: Continuity and change Similarity and difference Sources Chronology	Identifying Recognising Describing Observing Compare and contrast
Key vocabulary	King, queen, tree, ruler, in charge, forest, control, monarch, jungle, authority		

<p>Did milk always come in a carton?</p> <p>Class 1 Year B Summer</p>	<p><i>Where does milk come from?</i></p> <p><i>What is a churn?</i></p> <p><i>How are milk containers different today from what they were in the past?</i></p>	<p>Through their learning children will begin to:</p> <ul style="list-style-type: none"> • Comprehend the passing of time. • Develop an understanding of 'past' and some people, places and events in history. • Recognise similarities and differences between things and ways of life at times in the past and now. • Appreciate that one historical event is often caused by another. • Identify that historical events often occur in an order or sequence. • Use sources, firsthand experiences, and storytelling to construct accounts of past times and people. • Talk about the roles of significant members of society. • Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding. 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Compare and contrast</p>
Key vocabulary	Churn, container, farm, cows, cattle, milking, dairy, factory, milk bottle, delivery, advertisement, refrigerator, carton, plastic, cardboard, supermarket, iron, steel, transport, pail.		

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Intellectual skills
<p>Great explorers</p> <p>What does it take to be a great explorer?</p> <p>Class 2 Year A Autumn</p>	<p><i>Why is Ranulph Fiennes in the Guinness World Records?</i></p> <p><i>How do Amy Johnson's achievements compare with those of Ranulph?</i></p> <p><i>Why did Christopher Columbus sail across an unknown ocean?</i></p> <p><i>Why was Neil Armstrong's small step also 'a great leap' forward?</i></p> <p><i>Are you the kind of person who could become a Mars explorer?</i></p>	<p>Year 2:</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Year 3:</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Suggest reasons</p> <p>Begin to explain</p>

		<p>Develop a secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge:</p> <p>Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	
Key vocabulary	<p>Explorer; expedition; continent; ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; courage; energy; spirit; bravery; persistence; resilience; patience; determination; purpose; aeroplane; transport; pioneer; aviator; university; 'in service'; occupation; textiles; Civil Service; clerical; administrative; management; salary; equality; 'women's work'; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; China; silk; manufactured; crew; King; Queen; ship; damaged; palm; anchor; inform; discovered; voyage; islands; numerous; possession; unfurling; standard; abound; gold; inhabitants; affection; trust; Christian; flag; banner; symbol; landscape; native; indigenous; emotions; commercial; rocket; aircraft; NASA; space; astronaut; lunar; universe; mankind; planet; mission; President; United States; billion; dollars; government; world; timeline; speech; Mars; goal; ultimate; extended; remain; solar system; planet; Sun; Venus; kilometres; extremes; advertisement; recruit.</p>		
Vikings enquiry (lower KS2) What did the Vikings want and how did Alfred help to stop them getting it? Class 2 Year A Spring	<p><i>What was the 'terror' that appeared in Britain on June 8th 793?</i></p> <p><i>Why was the design of their longships so important to the Vikings?</i></p> <p><i>What were the two treasures that most Viking Norsemen wanted from Britain?</i></p> <p><i>Viking horned helmets – historical fact or myth?</i></p>	<p>Year 2:</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Suggest reasons</p> <p>Begin to explain</p> <p>Compare and contrast</p> <p>Empathise</p>

	<p><i>Why is Alfred the only King or Queen of England to have 'the Great' after their name?</i></p>	<p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Year 3: Develop a secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Events beyond living memory that are significant nationally or globally.</p>	Justify
Key vocabulary	<p>Inhabited; terror; lovely; appeared; suffered; pagan; race; inroad; blood spattered; priest; despoiled; ornaments; venerable; prey; closeness; joy; distress; suffering; grief; heathens; poured; saint; compass; altar; destroyed; trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; separate; Scandinavia; Norway; Sweden; Denmark; culture; unattached; invasion; homeland; adventure; <i>vikingr</i>; <i>viking</i>; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper; journalistic report; media recount; York; Durham; iconic; symbol; design; connectives; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp; shelter; reverse; enemy; entangled; overhanging; headway; surprise; families; treasure; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season; Lincoln; Lincolnshire; Norway; Hamar; farmers; per cent; mountainous; restricted; barren; flat land; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; play; ballad; generation; notorious; associated; standards; thence; shield-wall; fought; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; accept; baptism; fulfilled; fortified; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing Army; volunteer; training; professional; Royal Navy; Royal Air Force; Army; law; code; court; judge; appointed;</p>		

	judgment; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy.		
Who is the greatest history maker? (Guy Fawkes links) Class 2 Year B Autumn	<i>What does it mean for someone to 'make history'?</i> <i>Which of these people was the greatest history maker?</i> <i>How would you like to be remembered as a history maker?</i>	<p>Year 2:</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Year 3:</p> <p>Develop a secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>Develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	Identifying Describing Observing Suggest reasons Begin to explain Compare and contrast Justify
Pompeii How do we know so much about where Sappho used to live?	<i>Who was Sappho and where did she live (Pompeii)?</i> <i>Why was Pompeii part of the Roman Empire?</i> <i>What happened to Pompeii on August 24th AD 79?</i>	<p>Year 2:</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	Identifying Describing Observing Suggest reasons

<p>Class 2 Year B Spring</p>	<p><i>What evidence exists of what happened at Pompeii on August 24th ad 79?</i></p> <p><i>Why do we know so much about where Sappho used to live?</i></p> <p><i>How did the archaeologists know that people had been buried under the ash?</i></p>	<p>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.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Year 3:</p> <p>Develop a secure knowledge and understanding of World history, establishing clear narratives within and across the periods they study.</p> <p>Develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge:</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>Begin to explain</p>
<p>Key vocabulary</p>	<p>Fresco; stylus; student; accountant; book keeper; city; country; Italy; recreation; trader; sailor; merchant; Roman; holiday; slave; Mediterranean Sea; business; shop; prosperous; manufacturing; ship; empire; emperor; army; rebellion; order; disorder; anno domini; volcano; crater; eruption; lava; earthquake; ash; explosion; Earth's crust; gas; escape; landscape; evidence; historian; century; active; unsupported; tremor; foundations; danger; pumice; protection; torches; shore; uncooperative; eyewitness; sulphur; flight; first-hand; primary evidence; secondary evidence; trustworthy; emotion; gladiator; feelings; artist; synonym; soil; carving; coins; painting; mosaic; statue; preserved; archaeologist; artefacts; jewellery; temple; theatre; arena; villa; reconstruction; suffocate; excavated.</p>		
<p>Stone Age Enquiry (lower KS2 6/7 sessions)</p> <p>How did the lives of ancient Britons change during the Stone Age?</p> <p>Class 2 Year B Summer</p>	<p><i>How do people often imagine the Stone Age to be like?</i></p> <p><i>Who left their footprints on the beach and what were they doing there?</i></p> <p><i>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</i></p>	<p>Year 2:</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Describing</p> <p>Observing</p> <p>Suggest reasons</p> <p>Compare and contrast</p> <p>Begin to explain</p>

	<p><i>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</i></p> <p><i>Why was the Red Lady of Paviland so important?</i></p> <p><i>How were people living in Britain at the end of the Stone Age compared with the beginning?</i></p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Year 3:</p> <p>Develop a secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>Develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge:</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p>	
Key Vocabulary	<p>Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather fields; quern; grain; flour; village; Skara Brae; pottery; flute; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury; fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement.</p>		

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Intellectual skills
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<p>WW1 Local study How did the First World War affect the lives of people where I live? (KS1 enquiry to be adapted to KS2)</p> <p>Class 3 Year A Aut</p>	<p><i>What did Charles do wrong?</i></p> <p><i>Why were messenger pigeons so important during the First World War?</i></p> <p><i>Why were messages sent by pigeons always in code?</i></p> <p><i>How did children know that a war was happening in 1916?</i></p> <p><i>Why were horses very important during the First World War?</i></p> <p><i>How did other animals contribute to the war effort?</i></p>	<p>Develop a chronologically secure knowledge and understanding of British and local history.</p> <p>Specific knowledge: Events beyond living memory that are significant nationally or globally. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	
<p>Key vocabulary</p>	<p>war; prison; crime; enemy; army; pacifist; deserter; secret; code; front line; soldier; trench; headquarters; fine; government; molest; punish; defence; public; suppression; conviction; police; communication; telephone; internet; postcard; letter; telegraph; message; cypher; reinforcements; regiment; general; advance; retreat; desperate; rescue; village; code; decoded; anagram; censored; cinema; casualty; mercy; rationing; requisition; circus; town; village; countryside; artillery; overseas; trade; propaganda; patriotic; munitions; factory; manufacturing; queue; battleship; bombardment; rehabilitation; hospital; memorial; dedication; honour; commemorate; habitat; food chain; carnivore; herbivore; omnivore.</p>		
<p>Shang Dynasty – China (World) How did a pile of dragon bones help to solve an Ancient Chinese mystery?</p> <p>Class 3 Year A Summer</p>	<p><i>What was odd about the dragon bones that Wang Yirong bought?</i></p> <p><i>What do the engraved bones tell us about the beliefs of the Shang?</i></p> <p><i>Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?</i></p> <p><i>Rise and fall – how did the reign of King Cheng Tang compare with that of King Di Xin?</i></p> <p><i>What made Fu Hao stand out from the crowd?</i></p>	<p>Develop a secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge:</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>

		The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of The Shang Dynasty of Ancient China.	
Key vocabulary	<p>Dragon; dragon bones; Chinese New Year; culture; myth; legend; folklore; fairy story; St George and the Dragon; patron saint; terrorised; inhabited; sacrificed; emerging; England; Ethiopia; Portugal; Georgia; table; Wang Yirong; hieroglyph; evil; fortune; wisdom; prosperity; strength; associated; deserving; rainfall; natural disaster; floods; typhoons; celebration; festival; emperor; China; alphabet; carved; decipher; identified; Shang Dynasty; characters; engraved; excavated; Hwang Ho River; Yellow River; transport; crops; civilisation; city; ancestors; royal family; court; ruler; foreknowledge; interpret; diviner; pharaohs; Ancient Egypt; Bronze Age; Stonehenge; oracle bone; translation; city; workshop; palace; homes; recreate; gu; gong; suspended; ceiling; barter; intricately; chariot; jade; ding; cauldron; society; royals; nobles; commoner; slave; illiterate; manual; farmers; labourers; mason; potter; weaving; cloth; silk; domestic servant; prisoner; tomb; burial pit spiritual; tools; utensils; thatch; decay; decompose; plough; scythe; textiles; li; millet; stew; steaming; Cheng Tang; Di Xin; king; queen; empire; monarch; leader; behaviour; integrity; cruelty; prospered; able; govern; humble; wisdom; benevolent; farming; security; ability; peasant; harvest; scorned; robes; vanity; aid; accomplished; statesman; failure; shortcomings; blame; unselfish; drought; hunger; military; survive; bumper; harvest; destroying; treatment; downfall; seize; overthrow; brave; clever; greedy; selfish; cruel; tortured; murder; entertainment; taxes; luxurious; parties; famously; army; advisers; besieged; Yin Au; surround; Fu Hao; inventory; profile; grave goods; pen portrait; prestigious; warrior; General; Wu Ding; statue; status; treasures; possessions; afterlife; servants; bodyguard; Shangdi; magical; valued; immortality; jewellery; graverobber.</p>		
Romans (British) How did the arrival of the Romans change Britain? Class 3 Year B Autumn	<p>Why did Emperor Claudius invade Britain?</p> <p>Why did the Romans almost lose control of Britain? (War with Boudica)</p> <p>Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her?</p> <p>Why were Claudia and Sulpicia living at Vindolanda? (Hadrian's Wall)</p> <p>How do we know so much about the towns the Romans built in Britain?</p> <p>Why did the Romans organise gladiatorial games?</p>	<p>Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives about the Romans. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge: The Roman Empire and its impact on Britain.</p>	<p>Describing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>
Key vocabulary	<p>Rome; Romans; Roman Empire; emperor; empress; Italy; invasion; motives; city; ruled; assemble; manufacture; weapons; armour; ships; raw materials; lead; forest; wood; army; leather hides; wool; gold; silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Iceni; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym; archaic words; taxes;</p>		

	<p>protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels; Druid; speech; outnumbered; professional; prepared; hacking; panic; retreat; trapped; wagon; legionnaires; legend; folklore; word of mouth; King Arthur; Robin Hood; stature; appearance; fierce; harsh; tawniest; tunic; diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula; rank; status; garments; toga; cloak; design; incorporate; hinge; pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; gate; control; direction; Picts; Caledonia; Scotland; challenge; fierce; warrior; Calgacus; Julius Agricola; professional; experienced; regrouped; confronting; tactics; surprise; attack; mountains; glen; ambush; coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St Albans; York; Chester; Bath; Caerwent; unearthed; statue; bath house; gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; guard house; main road; regular; grid; pattern; right angle; toilet; fountain; gladiator; gladiatorial games; mural; mosaic; senator; nobleman; consul; entertainment; spectators; complimentary; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher; Seneca.</p>		
<p>The British Empire (British) Why did Britain once rule the largest empire the world has ever seen?</p> <p>Class 3 Year B Spring</p>	<p><i>Why was it said that the sun never set on the British Empire?</i></p> <p><i>Why did Britain build an empire around the world?</i></p> <p><i>What happened to the British Empire?</i></p> <p><i>What happened in Britain between 2 April and 14 June 1982, and why?</i></p>	<p>Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives about the British Empire.</p> <p>Develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Describing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>
Key vocabulary	<p>Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire; Canada; Australia; London Docks; sugarcane; copper mine; miners; Northern Rhodesia; tea; exports; India; raw material; minerals; gold; aluminium; iron ore; factories; manufacturing; steel; textiles; coffee; tobacco; spices; tropical; imports; affluent; Industrial Revolution; machinery; missionary; explorer; David Livingstone; Bible; Africa; duty; convert; Christian; religion; eternal; education; healthcare; community; native; law and order; superior; race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing; Gibraltar; monarch; Queen Elizabeth II; Head of State; defence; foreign relations; Crown Dependency; Crown; responsible; politicians; independence; transfer of power; separation; withdrawal; moral; possession; unnatural; domination; leave; expense; Royal Navy</p>		

	movement; uprising; Commonwealth of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret Thatcher; President General Leopoldo Galtieri; sovereign; foreign; power; colonise; abandoned; referendum; disputed; claim; military; legitimate; destiny; rights; obligations; aspired; Georgia and South Sandwich Islands; citizen; struggled; experiencing; achievement; heedless; sacrifices; deployed; victory; achieved; 'The House'; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration; unequivocal; tradition; stock; allegiance; democratic; ambitions.		
The story of the Trojan Horse: historical fact, legend or classical myth? Class 3 Year B Summer	<i>What exactly is the story of the Trojan Horse?</i> <i>What evidence exists to authenticate the story of the Trojan Horse?</i> <i>What other explanations could there be for the origin of the story of the Trojan Horse?</i>	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</p>	<p>Describe</p> <p>Explain</p> <p>Evaluate</p> <p>Critique</p> <p>Developing conclusion</p> <p>Justify</p>
Key vocabulary	The Trojan Horse; Ancient Greece; historians; authentic; truthful; accurate; factual; myth; traditional; celebrating; fantastic; exploits; hero; judgment; evaluate; Europe; Greece; kingdoms; government; city; Troy; Sparta; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; interrogates; offend; demolish; punish; storyboard; timeline; authenticate; vase; depiction; sculpture; Buddhist; shrine; Gandhara; region; Pakistan; illustrated; manuscript; Roman; poet; Virgil; engraving; France; Motte; procession; scene; reliable; evidence; witnessed; first-hand; primary; occurred; generation; archaeological; undergoing; subterfuge; site; discovered; remains; ruins; fortifications; massive; inhabited; fact; legend; King Arthur; Robin Hood; Kingdom of Atlantis; symbolic; creation; summarising; preparation; combination; speculation; earthquake; attributed; Poseidon; collapsed; battering ram; siege tower; archers; wheeled; reconstruction; relief; Syria; hide; soaked; resembled; negotiation; envoy; mission; mutiny; galley; perspective; viewpoint; authenticity; accuracy.		
Bronze Age enquiry (British) What is the secret of the standing stones?	<i>Why did the Stone Age come to an end about six thousand years ago?</i> <i>Why was the Amesbury Archer so important?</i>	<p>Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Identify</p> <p>Describe</p> <p>Explain</p> <p>Compare</p> <p>Reasoning</p>

Class 3 Year C Autumn	<p><i>Why do people build monuments?</i></p> <p><i>Why did Bronze Age people build monuments at Merrivale?</i></p> <p><i>Who was buried in the cist at Merrivale?</i></p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Specific knowledge: Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Synthesize Empathise Justify</p>
Key vocabulary	<p>Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts; advancement; progress; decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; sieve; spear; shaft; bracelet; earrings; brooch; armlet; axe; arrow; dagger; scythe; archer; grave; Stonehenge; Wiltshire; skeleton; reconstruction; cremated; speculate; elaborate; lavish; transformed; wealthy; powerful; hunter; warrior; community; status; trade; international; crafts; metalworking; exchanging; elite; afterlife; tools; Switzerland; Europe; Bell Beaker people; challenges; storyboard; chamber; round barrow; mourners; mountains; Alps; boar; tusk; bracer; cushion stone; gold; ornaments; earrings; bone; pin; elderly; farming; ceremony; foetal; womb; overland; passenger; oarsmen; Spain; France; quiver; bow; decayed; disappeared; reputation; community; analysis; recoil; hammered; impact; wraparound; cloak; monument; statue; John Lennon; Liverpool; The Beatles; Statue of Liberty; United States; gift; France; symbol; freedom; democracy; Statue of Christ the Redeemer; Rio de Janeiro; Christianity; Eiffel Tower; France; commemorate; Paris; Brandenburg Gate; Berlin; Germany; unity; Lenin Mausoleum; Moscow; Red Square; Vladimir Lenin; Head of State; Soviet Union; Taj Mahal; India; memory; Hiroshima Peace Park; memorial; atomic bomb; Al Kaaba Al Musharrafah; Mecca; Saudi Arabia; sacred; Islam; London Eye; United Kingdom; millennium; Animals in War Memorial; Hyde Park; London; British; military; command; war memorial; construct; spiritual; belief; mystery; double; standing stones; stone circle; cist; chamber; avenue; lid; maintaining; organic; banner; theory; ranking; astronomical; analysis; aligned; summer solstice; accompanies; community; settlement; midsummer; midwinter; postcard; social media; sharing; adjectives; convention; empathise; capstone; peat; acidic; cremated; urn; warrior; chief; negotiating; peace; stable; politicians; trade.</p>		
<p>Anglo-Saxons (British) Who were the Anglo-Saxons and how do we know what was important to them?</p> <p>Class 3 Year C Spring</p>	<p><i>Why did the Romans leave Britain?</i></p> <p><i>Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind?</i></p> <p><i>How did the lives of Anglo-Saxons change after Ethelbert met Augustine?</i></p> <p><i>How did converting to Christianity change the lives of people in Britain?</i></p>	<p>Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Identify Describe Explain Compare Reasoning Interpret Synthesize Empathise Justify</p>

	<i>What does Sutton Hoo tell us about the Anglo-Saxon world?</i>	Specific knowledge: Britain's settlement by Anglo-Saxons and Scots.	
Key vocabulary	Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; Christian; Germany; tribe; Picts; Vandals; Huns; Franks; Saxons; alleged; defences; apologetic; empathise; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Fria; feast; spring; Easter; Augustine; overseas; Kent; King Ethelbert; Church; stained-glass window; Pope Gregory; Bishop of Rome; Pope; Roman Catholic Church; slave; convert; church; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; portion; Lord; nobleman; dues; serf; estate; Sutton Hoo; mound; excavation; rivets; timbers; warrior; helmet; iron; bronze; tin; manufacture; Scandinavia; Norway; Sweden; brooch; cloak; clasp; gold; enamel; garnets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; France; Belgium; Italy; bowl; stacked; Mediterranean; Greece; Turkey; warrior; battle; shield; copper; inlay; Redwald; East Anglia; craftsmanship; armour; jewellery; trade; travelling; reconstruction; place name.		
Mayans Enquiry (World) Why did the ancient Maya change the way they lived? Class 3 Year C Summer	<i>Who are the Maya and where do they live?</i> <i>What are the main occupations of Maya people today?</i> <i>What did John and Frederick rediscover in 1839?</i> <i>What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</i> <i>Why was pok-a-tok more than just a ball game?</i> <i>Why did the ancient Maya leave their jungle cities?</i>	Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Specific knowledge: A non-European society that provides contrasts with British history –Mayan civilisation around ad 900;	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
Key vocabulary	Maya; Mexico; country; Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; climate; natural vegetation; tropical; temperate; weather; mountain; volcano; Pacific Ocean; Gulf of Mexico; Caribbean Sea; farming; maize; kernel; seed; market; staple diet; corn; tortilla; day labourer; plantation; company; traditionally; woollen; cotton; furnishing; profession; medicine; food processing; software; design; tourist; handmade; symbol; map key; column; sculptured; bold; relief; curiously; richly; portrait; solemn; stern; excite; terror; hieroglyphics; cultivated; polished; peculiar; nations; golden age; perished; unknown; links; connected; human; family; severed; memorial; footstep; romance; impressed; forcibly; spectacle; overturned; desolate; accident; discover; rediscover; overgrown; distinguish; Chichen Itza; restored; tourists; celebrations;		

	construction; temple; pyramid; religious; rituals; festivals; constellation; summer solstice; sink hole; collapse; dredged; sacrifice; observatory; calendar; Venus; Moon; seasons; Earth; immense; abilities; thatched; dousing; priest; nobility; purify; government; council; occasion; courtyard; generation; compound; civilisation; artefacts; costume; dyed; cloth; jaguar; predator; headdress; quetzal; reserved; executed; column; alphabet; correspond; codices; humid; environment; symbols; zero; pottery; ornaments; rattle; vase; figurine; depiction; harvest; plentiful; Great Ball Court; representation; pok-a-tok; queen; leisure; sinister; disputes; neighbouring; captain; beheaded; devotion; victorious; vanquished; defeated; incentive; poster; advertisement; design; overpopulation; estimated; population; necessary; malnourished; starvation; ownership; war; capture; Toltec; slaves; resources; warriors; drought; famine; deforestation; medicines; susceptible; diseases; parasites; infectious; erosion; exposed; fertile; cycle; evaporation; transpiration; water vapour; torrential; flood; condensation; unreliable.
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