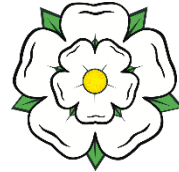


Osmotherley CP Primary School

History Curriculum



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

History National Curriculum Purpose of Study 2014.

Intent

At Osmotherley Primary School we strive to provide a high-quality history education, which engages, inspires and challenges pupils, equipping them with the knowledge and skills to develop and understand the cause and effect sequence of events throughout time which has led to the world that we live in today .

They will gain an understanding about the places, people and environments both natural and human by asking questions and finding answers. By exploring beyond the classroom, the children will engage with their local environment and begin to understand their impact on it with the choices they make.

Osmotherley village is steeped in History. Evidence can be found in the surrounding moors of bronze age standing stones and burial mounds in addition to iron age settlements. Over a thousand years ago Asmund (a Scandinavian invader) made a clearing known as a “leah” which became ley. Consequently, Asmund’s leah became “Osmotherley ”.

The Queen Katherine Hotel in the centre of the village is a reminder of Katherine of Aragon's link to the area (as she was instrumental in establishing the hermit, Thomas Parkinson, in a cell on the site of Lady Chapel close to Osmotherley) in the 16th century.

During the 19th century the village was a thriving centre of the linen industry and the youth hostel itself - which is a site used by school for outdoor learning sessions- is a converted mill at Cote Ghyll.

A mere 45 minute drive from Osmotherley, York provides a wealth of archaeological evidence of Viking settlements at the famous Jorvik museum .

Twenty five minutes away, Darlington is the location of the first passenger steam railway ,which opened in 1825.

Implementation

There is a clear progression in the skills and knowledge taught throughout the school and deliberate practice allows children to improve fluency leading to mastery and an alteration to their long-term memory. Throughout their time in Osmotherley School, they will develop and deepen their knowledge and understanding of the history of the local area.

History at Osmotherley will be taught by delivering the statutory requirements of the [History National Curriculum in Key Stage 1 and 2](#).

Reception children will explore History through the [EYFS framework](#), looking closely at the Specific Area of Understanding the World.

There will be an emphasis on 3 key areas of study: Chronological Understanding, Knowledge and interpretation and Historical enquiry. History will be taught through topics and English lessons.

They will begin the school year looking at History in the local area. In Key Stage 2 there is a 4 year cycle of topics and in Key Stage 1 there is a 2 year cycle.

Osmotherley School has four key historical themes which thread and develop throughout the History curriculum as pupils move through each key stage. These are: invasion, settlement, empire and monarchy.

In a school setting with such a low representation of ethnic minority groups, we strive to provide a balanced diet of historical documentation to make children wary of stereotypical views, sources and images.

Impact

Within both Key Stages, pre-learning tasks will be set at the beginning of each topic. Recalls of that knowledge will then be introduced at 2 weeks, 6 weeks and 12 weeks to ensure that key knowledge is committed to the long-term memory. Knowledge mats will be sent home with the key knowledge that needs to be learnt, including key vocabulary.

Monitoring of the history curriculum is conducted by the subject leader, the headteacher and the governors through lesson visits, pupil voice interviews and analysis of essential knowledge gaps.

Essential knowledge - EYFS

Children will:

- know some similarities and differences between things in the past and now.
- know what 'in the past' means.
- talk about some significant people or events from the past from books they have read.

Within Key Stage 1:

Children will 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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: Neil Armstrong, Helen Sharman, Tim Berners-Lee, Rosa Parks, Mary Anning, Florence Nightingale, Mary Seacole.
- significant historical events, people and places in their own locality: James Cook, First passenger train (Stephenson's Rocket), Amy Johnson (first female to fly to Australia, born in Hull.)

They will leave Key Stage 1 with this key knowledge:

- sequence a set of events in chronological order on a timeline.
- recount the life of someone famous from Britain giving attention to what they did earlier and later.
- explain how the local area was different in the past.

- Within Key Stage 2:

Children will be taught about:

- changes in the Britain from the stone age to the iron age (hunting/farming/technology)
- the attempted and successful Roman invasions on Britain and its subsequent impact on technology, culture and beliefs in Britain
- the impact of Anglo Saxon and Scottish settlers in Britain
- the Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor.
- a local history study
- the first railways and connection to Darlington (an aspect or theme in British history that expands pupils chronological knowledge beyond 1066)
- the suffragette movement
- an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt.
 - ancient Greece and its influence on the western world
 - a non-European society that provides contrast with British history- Benin (West Africa) and a specific Baghdad study

They will leave Key Stage 2 with this Key Knowledge:

- draw a chronological timeline showing periods of history and specific dates of key events
- make comparisons between historical periods; explaining things that have changed and things which have remained the same
- critically analyse evidence from the past and describe a key historical event referring to a range of sources
- summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently

| Components | By the end of EYFS | By the end of Key Stage One | Lower key stage2 (years 3 and 4) expected | Upper key stage 2 (years 5 and 6) expected |
|---|---|---|---|--|
| <p>CHRONOLOGICAL UNDERSTANDING</p> <p><u>Substantive Knowledge</u></p> <p><u>Disciplinary Knowledge</u> (Timeline sequencing.)</p> | <p>Past and Present ELG</p> <p>Children at the expected level of development will:</p> <p>Know some similarities and differences between things in the past and now - e.g dinosaurs,</p> <p>drawing on their experiences and what has been read in class.</p> <p>Use the vocabulary - before, after, now, then, old, new.</p> <p>Know that dinosaurs were alive before humans.</p> | <p>Children at the expected level will -</p> <ul style="list-style-type: none"> ● sequence a set of events in chronological order and give reasons for their order ● use a range of appropriate words and phrases to describe the past - past, present, before, after, then, now, before I was born, when I was younger. ● know that some objects belonged to the past ● explain how they have changed since they were born | <p>Children at the expected level will -</p> <ul style="list-style-type: none"> ● describe events and periods using BC AD decade/century/ancient ● plot order of specific events/time periods on a timeline chronologically ● use mathematical knowledge to work out how long ago events would have happened (rounding up centuries/decades) | <p>Children at the expected level will -</p> <ul style="list-style-type: none"> ● draw a timeline with different periods highlighted as sections to show different information e.g within stone age: Palaeolithic/Mesolithic and Neolithic periods. ● place specific events on a timeline by decade place significant historical figures, events and periods into a chronological framework. ● use mathematical skills to create exact time scales and differences as need be |

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| | | Key Vocabulary: past present before after then now before I was born when I was younger | Key vocabulary: Anno Domini Before Christ chronological order | Key vocabulary: period era significant aspects of the history of the wider world chronological framework continuity and change connections, contrasts and trends over time |
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| Components | By the end of EYFS | By the end of Key Stage One | Lower key stage2 (years 3 and 4) expected | Upper key stage 2 (years 5 and 6) expected |
|---|--|---|---|--|
| KNOWLEDGE AND INTERPRETATION (connections, contrasts, trends, historical terms) <u>Substantive Knowledge</u> | Past and Present ELG Children at the expected level of development will: Talk about the lives of the people around them and their roles in society. | Children at the expected level will - <ul style="list-style-type: none"> • appreciate that some people from the past have helped our lives be better today. • recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. | Children at the expected level will - <ul style="list-style-type: none"> • recognize how Britain has been the focus of several different groups of invaders and settlers over time • suggest why certain events occurred in | Children at the expected level will - <ul style="list-style-type: none"> • make comparisons between historical periods • understand how different societies have made decisions through time |

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| | | <ul style="list-style-type: none"> ● begin to realise that old objects tell us something about the past. ● recount the life of an historical figure and talk about significant events in their life. ● explain how their local area was different in the past. ● compare their own lives to the lives of their grandparents in the past. | <p>the past and why certain significant figures acted as they did in history.</p> <ul style="list-style-type: none"> ● explain how events and people's lives in the past have shaped our nation appreciate that wars have often been associated with conquering lands or fighting over religious differences. ● know that people in the past used specific technology to build homes, tools and weapons according to the knowledge and skills developed in their era. ● recognise that the lives of wealthy people throughout time are very different from the | <p>(dictatorship/democracy ..)</p> <ul style="list-style-type: none"> ● make summaries of events from a specific period in history in sequential order ● make summaries of what Britain may have learned from other countries and civilizations through time gone by (in ancient and modern history) ● describe features of historical events and people from past societies and periods ● recognize and describe differences and similarities/changes and continuity between different periods of history. |
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| | | | <ul style="list-style-type: none"> poor people of the period. appreciate how items found belonging to the past (artefact) help build an accurate picture of how people lived in the past. know and understand the nature of ancient civilisations and characteristic features of past non-European societies. | |
| | | <p>Key Vocabulary:</p> <p>different, similar, change, past, role model local area.</p> | <p>Key Vocabulary</p> <p>Invader settler differences technology</p> <p>artefact, evidence</p> <p>similarity, difference</p> <p>archaeologist</p> <p>conquering lands ancient civilization</p> | <p>Key Vocabulary:</p> <p>attempted invasion</p> <p>successful invasion</p> <p>conquest resistance</p> <p>Romanisation</p> <p>impact of technology culture and beliefs</p> <p>expansion and dissolution of</p> |

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| | | | | <p>empire</p> <p>cultural economic military political religious social history contrasts and trends over time</p> |
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| Components | By the end of EYFS | By the end of Key Stage One | Lower key stage2 (years 3 and 4) expected | Upper key stage 2 (years 5 and 6) expected |
|--|---|--|--|---|
| <p>HISTORICAL ENQUIRY (devising questions about change, cause, similarity, difference, significance)</p> <p><u>Disciplinary Knowledge</u></p> | <p>Past and Present ELG</p> <p>Children at the expected level of development will:</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Children at the expected level will -</p> <ul style="list-style-type: none"> ask and answer questions about old objects give a plausible explanation about what an object was used for in the past question an older person about the past. answer questions by using a specific source, such as an information book or | <p>Children at the expected level will -</p> <ul style="list-style-type: none"> recognise the part that archaeologists have had in helping us understand more about what happened in the past. use various sources of evidence to answer questions through research. | <p>Children at the expected level will -</p> <ul style="list-style-type: none"> test out a hypothesis in order to answer a question appreciate how historical artefacts have helped us understand more about British lives in the present and past look at two different versions of an event or important figure from the past and say how the authors may be attempting to |

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| | | <p>the internet (kiddle.)</p> <ul style="list-style-type: none"> • Use different sources to find out information about important people, events and the local area. • find out about them, such as Amy Johnson 1903-41-Aviator (Hull) or Guy Fawkes 1570-1603 (York), Mary Anning, Captain Cook, Mary Seacole, Florence Nightingale. | <ul style="list-style-type: none"> • identify similarities and differences between given periods in history • research two versions of an event and say how they differ • communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out | <p>persuade or give a specific viewpoint?</p> |
| | | <p>Key Vocabulary:</p> <p>How, when, why, source, fair, unfair, balanced.</p> | <p>Key Vocabulary:</p> <p>contrast compare evidence judgements connections similarities differences versions</p> | <p>Key Vocabulary:</p> <p>perceptive questions draw contrasts analyse trends</p> |

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| | | | | <p>think critically</p> <p>sequence of cause and effect</p> |
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IN KEY STAGE ONE, ALL ASPECTS OF THE CURRICULUM WILL BE COVERED OVER 2 YEARS

IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.

Our four chosen key historical concepts : **invasion** , **settlement**, **empire**, **monarchy** which thread through our History curriculum are highlighted below

| EYFS | Autumn | Spring | Summer |
|--------|---|---|--|
| Year A | How have I changed since I was a baby? Who is in my family? Significant people Who can be a King / Queen? Queen Elizabeth 11 and Queen Elizabeth 1. | Superheroes Year A - Amy Johnson Year B - Florence Nightingale | Significant people Mary Anning, (Year A) Captain Cook (Year B) |

| KS1 | Autumn | Spring | Summer |
|--------|--|---|--|
| Year A | Changes Local – family school village | Superheroes (Flight) Significant people – Amelia Earhart, Amy Johnson, The Wright Brothers | Significant people Mary Anning Pre-history (fossils on North Yorks. coast) |
| Year B | Fire of London | Significant people Florence Nightingale and Mary Seacole | Captain Cook (own locality) Queen Elizabeth 2 & King Charles 3 |

invasion , settlement, empire, monarchy

| KS2 | Autumn | Spring | Summer |
|--------|---|--|--|
| Year A | British History Britain's invasion and settlement by Anglo Saxons and Scots | The conversion of Christianity in Britain post Anglo-Saxon settlements (linked to local Mount Grace Priory /St.Peter's local church). Roman persecution of Christians and Roman conversion to Christianity. | British History (fight for equality for women in the British Empire) Suffragettes Significant person Emmeline Pankhurst |
| Year B | Wider World History The achievements of the earliest civilizations; in-depth study of Egypt -settlement | <i>Significant Events</i> Britain surviving the blitz and the importance of monarchy to boost morale | Wider World History Non-European society that contrasts with British history: Benin - a lost kingdom |
| Year C | British History Changes in Britain from the Stone Age to the Iron Age | British History An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 - Industrial Revolution/Railways | Local History Study- village and church: evidence of varied past lives – invaders and settlers |
| Year D | British History The Roman Empire and its impact on Britain | British History Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor | Wider World History Ancient Greece – life, achievements, influence and the expansion of Alexander's empire |

Year A (2021-22)

| | Autumn Term | Spring Term | Summer Term |
|---------------------------------|---|--|--|
| Enquiry Cycle 1 | IDENTITY AND DIVERSITY Who do you think you are? | HUMAN RIGHTS AND SOCIAL JUSTICE Can one person make a difference? | SUSTAINABLE DEVELOPMENT What on Earth is going on? |
| Reception small steps | <ol style="list-style-type: none"> 1. Who is in your family? 2. Who is older and who is younger than you? 3. How have you changed since you were a baby? | <ol style="list-style-type: none"> 1. Who helps you in your family? 2. Who helps you in school? 3. Who helps you in the community? 4. Who was Amy Johnson? 5. How have planes changed over time? | <ol style="list-style-type: none"> 1. When were the dinosaurs alive? 2. What is a fossil? 3. Who was Mary Anning? 4. Why was Mary Anning important? |
| Key stage 1 Small steps | <ol style="list-style-type: none"> 1. How have you changed since you were born? 2. Make a timeline of your life. 3. How have school days changed? What was school like for your parents / grandparents? 4. Look for evidence of how Osmotherley school has changed? (Link to geography - maps.) | <ol style="list-style-type: none"> 1. Make a timeline of aeroplanes. 2. The Wright Brothers. 3. Amy Johnson. 4. Amelia Earhart. 5. Making comparisons. 6. Ex-pupil visit - training with British Aerospace as an Engineer. | <ol style="list-style-type: none"> 1. Why do we remember Mary Anning? 2. What did Mary do in her life that was so special? 3. What sort of person was Mary that helped her succeed in a “man’s world”. 4. Which other people were important in Mary’s life and why? 5. How do we know about Mary’s actions that happened a long time ago? 6. Where is Lyme Regis and how has it changed over time? |
| Key stage 1 essential knowledge | Tell me something you did as a baby? (SEN) | What does the phrase “in the past” mean? (SEN) | Sequence a set of events in chronological order and give reasons for their order |

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| | <p>Tell me something you can do now. (SEN)</p> <p>What does the phrase “in the past” mean?</p> <p>Tell me something that has changed over time.</p> | <p>What does chronological mean?</p> <p>Name someone we have learnt about who has done something important in the past.</p> <p>Tell me something that has changed over time.</p> | <p>Recount the life of an historical figure and talk about significant events in their life.</p> <p>Use different sources to find out information about important people,</p> |
| <p>Lower key stage two</p> <p>Small steps</p> | <ol style="list-style-type: none"> 1. Investigate primary sources as good evidence of the past. 2. Understand the terms decade and century. 3. Use BC and AD accurately constructing and interpreting chronological timelines. 4. Understand cause and effect of Romans leaving Britain and the country being vulnerable to further invasion. | <ol style="list-style-type: none"> 1. Plot and chronologically order dates on timeline to show spread of Christianity through Britain incorporating Roman and Saxon invasion and settlement. 2. Understand the roles of significant historical figures: St. Augustine, Columba and Aidan in the spread of Christianity in Britain. 3. Recognise how our local village has been the focus of different settlers over time. | <ol style="list-style-type: none"> 1. investigate the injustice to women in late 19th and early 20th centuries (lack of equality). 2. Sequence periods and events chronologically using vocabulary BC AD decade century ancient, to plot suffragette movement in wider timeline. 3. Investigate difference in treatment of different classes of women in the suffragette movement. Investigate Constance Lytton, Emily Davison and Emmeline Pankhurst as key historical figures 4. Understand the impact of the first world war on the suffragette movement. |

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| <p>Lower key stage 2</p> <p>Essential knowledge</p> | <p>Plot Roman invasion and departure on timeline.</p> <p>Know the difference between an attempted and a successful invasion.</p> <p>Explain why Romans left Britain and how that gave the Saxons and Scots an opportunity to invade a more vulnerable Britain.</p> | <p>Know the meaning of BC (before Christ) and AD (anno domini)</p> <p>Know the definitions of decade and century.</p> <p>Know that Saint Augustine was sent from Rome to convert pagan Anglo-Saxons in Britain.</p> <p>Have local knowledge that a Saxon church was previously on the site of St.Peter's church and the Saxon font has survived.</p> | <p>Know that In the early 19th century the main jobs for women were in domestic service and teaching.</p> <p>Know that the leader of the suffragettes was Emmeline Pankhurst.</p> <p>Know that the experiences of Constance Lytton proved that suffragettes from upper and lower classes were treated very differently by the police.</p> <p>Know that Emily Davison was so famous when she died because she was seen as a martyr.</p> <p>Know that women began to be viewed differently during the first world war as their capability to perform the jobs of men was evident.</p> <p>Know that women over 30 could vote in 1918 and all women could vote in 1928</p> |
| <p>Upper key stage two</p> <p>Small steps</p> | <p>1.Understand the difference in reliability between primary and secondary sources as evidence of the past.</p> <p>2.Name different groups of invaders and settlers of Britain.</p> <p>3.Suggest why certain events happened as they did regarding invasion and settlement of Romans, Anglo Saxons and Scots in Britain(concept of cause and effect).</p> <p>4.Recognise similarities and change and continuity in this period</p> | <p>1.Plot and chronologically order dates and general time periods on timeline to show spread of Christianity through Britain incorporating Roman and Saxon invasion and settlement.</p> <p>2.Learn about 3 Saints: Columba Aidan and Augustine and discuss the contrasts between them and their target converts e.g Augustine the Kings and nobles/Aidan the poorer ordinary Saxon.</p> <p>3.Think critically as they examine historical sources about the life of St. Columba and form an opinion as to whether he was exiled from Ireland or if</p> | <p>1.Investigate how women were restricted in late 19th and early 20th century compared to modern women.</p> <p>2.Sequence periods and events chronologically using vocabulary :intellectual feminine domestic duties inequality justice injustice as pupils plot the suffragette movement in wider timeline.</p> <p>3.Investigate Constance Lytton, Emily Davison and Emmeline Pankhurst as key historical figures linking with other figures throughout history who have made great sacrifices for their beliefs.</p> <p>4.Understand the impact of the first world war on the suffragette movement</p> |

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| | of Britain's history. | he left entirely voluntarily to become a missionary in Britain. | debating the statement: <i>In world war one as many men lost their freedom, women found theirs.</i> |
| Upper key stage two Essential knowledge | <p>Know that primary sources of evidence are more reliable than secondary.</p> <p>What changes were made in Britain as a direct consequence of Roman settlement? Roman roads, baths, underfloor heating, walls, forts and aqueducts.</p> <p>Understand the push and pull factors of Anglo-Saxons and Scots invading Britain to settle: Saxon homelands were flooding/ Scottish terrain and weather beyond Hadrian's wall was challenging to farm. England's landscape and climate was conducive to farming in many places.</p> | <p>To know that prayer and cross symbol evidence has been found on famous Anglo-Saxon helmets (Sutton Hoo, Coppergate and Bentley Grange) to suggest Christian conversions.</p> <p>When did Christianity spread through the Roman Empire? AD 200-300</p> <p>Name the 3 historical saints who influenced Christianity in Britain: Augustine, Columba, Aidan.</p> <p>Know that some historians believe St. Columba was exiled from Ireland because he had upset the king of Ireland by refusing to hand over a copy of the Gospels he had illegally copied, this led to a pitched battle and others believe he chose to come to Britain as a missionary due to a calling from God.</p> | <p>Know that there are a wealth of career opportunities open to women now which they were forbidden to have before the first world war.</p> <p>Know that suffragists used peaceful protest only and suffragettes used militant protest.</p> <p>The leader of the Women's Social and Political Union which became the suffragette movement was Emmeline Pankhurst</p> <p>Know that the WSPU was founded in 1903</p> <p>Know that Constance Lytton was the historical upper class suffragette who disguised herself as lower class to avoid special treatment in prison as a protest against prejudice against lower class</p> <p>Know that Emily Davison is famous for rushing out to the King's horse in the Epsom Derby 1913 and is seen as a martyr to the suffragette cause.</p> <p>Know that women over 30 were allowed to vote in 1918.</p> <p>Know that all women allowed to vote in 1928</p> |

Year B (2022-23)

| | Autumn Term | Spring Term | Summer Term |
|--------------------------|---|---|---|
| Enquiry Cycle 1 | IDENTITY AND DIVERSITY Who do you think you are? | HUMAN RIGHTS AND SOCIAL JUSTICE Can one person make a difference? | SUSTAINABLE DEVELOPMENT What on Earth is going on? |
| Reception small steps | <ol style="list-style-type: none"> 1. Who is in your family? 2. Who is older and who is younger than you? 3. How have you changed since you were a baby? 4. To know that queens / kings are born into the role. 5. To know they have power 6. What is a royal family? 7. Where do they live? | <ol style="list-style-type: none"> 1. Who helps you in your family? 2. Who helps you in school? 3. Who helps you in the community? 4. Who was Florence Nightingale? | <ol style="list-style-type: none"> 5. What is an explorer? 6. How did people explore the world in the past? 7. Who was Captain Cook? |
| EYFS Essential Knowledge | <p>To know the meaning of:</p> <ul style="list-style-type: none"> - royal family, royal power, royal weddings, royal funerals, palace, castle, throne, crown, robe. | <p>To know that Florence Nightingale was a nurse in the past. To talk about the similarities and differences between nurses in the past and nurses in the present day.</p> | <p>To know that explorers used different modes of transport in the past compared to present day. To talk about who Captain Cook was and where he was from.</p> |

Year B (2022-23)

| | Autumn Term | Spring Term | Summer Term |
|---------------------------------------|---|---|--|
| <p>Key stage 1</p> <p>Small steps</p> | <ol style="list-style-type: none"> 1. To develop an awareness of the past. 2. To explain how people live now is different than in 1666. 3. To know and understand the key features of The Great Fire of London. 4. What happened after the Great Fire? 5. How much power did the Mayor of London have vs King Charles II? 6. To know that some people support the monarchy and some don't support the monarchy. 7. To know that there was a civil war before the great fire of London (pro/anti monarchy.) | <ol style="list-style-type: none"> 1. To know that an empire is an area with borders that take in multiple countries. 2. Who was Mary Seacole? 3. Where was she from? 4. Why did she want to help British soldiers? 5. Why is she so famous? 6. What was happening in the Crimea? | <ol style="list-style-type: none"> 1. To know Captain Cook was born in Middlesborough and sailed from Whitby. 2. To know that Captain Cook was the first to explore and map parts of the world in the 1760s. 3. To know where Captain Cook explored. 4. To know that Captain Cook sailed 100 years after the great fire of London. 5. To know the positive and negative impact Captain Cook had on native communities. 6. To know that we know this information from records kept by Captain Cook's crew. 7. To know why Captain Cook was killed. |

Year B (2022-23)

| | Autumn Term | Spring Term | Summer Term |
|---------------------------------|---|--|--|
| Key stage 1 essential knowledge | <p>To know that houses were built out of different materials after the Great Fire of London.</p> <p>To know that the great fire of London happened in 1666.</p> <p>To know the meaning of: royal title, royal wealth, law-making.</p> | <p>To know that Mary Seacole was a nurse and chose to help soldiers in the past, after the great fire of London.</p> <p>To know that she overcame many barriers to help people.</p> <p>To know the meaning of: territory, empire, border, migration.</p> | <p>To know that Captain Cook explored and mapped parts of the world.</p> <p>To know the meaning of: fair, unfair, balanced, source, first people, explore not discovered, claimed.</p> |

Year B (2022-23)

| | Autumn Term | Spring Term | Summer Term |
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| <p>Lower key stage two</p> <p>Small steps</p> | <ol style="list-style-type: none"> 1. Why do borders move within empires? Constant competition for land/resources with other territories. 2. What were the achievements of the Egyptian civilization - including buildings, writing and agriculture? 3. Investigate and sequence periods of peace, conflict, expansion and reduction of the ancient Egyptian empire. 4. Investigate the “chariot people” enemy- the Hyskos and how Egyptians learned from their technology | <ol style="list-style-type: none"> 1. Know that WW2 broke out in 1939 between Britain and Germany. 2. Know the date of the fire of London and that the mayor would not pull houses down to make a firebreak and the monarch over-ruled the mayor 3. Know similarities and differences between the devastation of many parts of London in 1666 in the fire of London and the blitz in 1940 4. The King’s family did not evacuate to Canada or Australia because that would have severely damaged morale and led the population to believe that the war would not be won. | <ol style="list-style-type: none"> 1. What sort of place was Benin 500 to 1000 years ago? Know that it was a kingdom in Africa and the first settlers were the Yoruba people AD 400 Compare life in Britain at this time. 2. chronology of kingdom of Benin AD 900 kingdom of Benin begins to develop boundaries Edo people ruled by Ogiso AD 1091 1180 Eweka rule 1300-1700 golden age of Edo (powerful army/skilled craftspeople) 1489 only when Portugese made contact was the name Benin used fall of Benin 1897 when British invaded. 3. Understand religion and beliefs of the Benin people and how art, crafts, sculptures were intertwined with these strong beliefs. 4. Learn about the debate of the Benin bronzes and how European museums are returning Benin art to Nigeria and why. |

Year B (2022-23)

| | Autumn Term | Spring Term | Summer Term |
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| <p>Lower key stage 2</p> <p>Essential knowledge</p> | <p>to know the meaning of:</p> <p>empire-building, conquest, military power, technology and transport.</p> <p>know the achievements of the ancient Egyptians in agriculture-shaduf and irrigation channels</p> <p>Recognise some periods of peace, conflict, expansion and reduction of ancient Egyptian empire in timeline.</p> <p>Know that the Hyskos were an invading enemy known as the chariot people and that Egyptians learned from their chariot technology and improved it.</p> | <p>To know the meaning of:</p> <p>absolute monarchy, government, parliament, symbols, influence, heir, inheritance, elected.</p> <p>to know the dates and duration of WW2 and the blitz</p> <p>recap and remember the date of the fire of London 1666 and the role that the monarch played in stopping the fire</p> <p>understand the definition of morale and how it can have an affect on people's ability to endure hardship</p> <p>https://www.youtube.com/watch?v=bH3iUKOgJOM - video of Princess Elizabeth speech to children.</p> | <p>To know the meaning of</p> <p>Anno Domini, settler, artefact, evidence, ancient civilization, judgements, different versions</p> <p>.know kingdom of Benin began to develop AD 900 and that its destruction was complete by 1897 due to British invasion</p> <p>know that religion was strongly connected to art,craft,sculpture</p> <p>know that Benin bronzes have begun to be returned to Nigeria as many see these artefacts as being stolen in history</p> |

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| | Autumn Term | Spring Term | Summer Term |
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| Upper key stage two | <p>1 What were the achievements of the Egyptian civilization? including writing and buildings</p> | <p>1. Know that WW2 broke out 1939 between Britain and Germany.</p> | <p>1. What sort of place was Benin 500 to 1000 years ago? Know that it was a kingdom in Africa and the first settlers were the Yoruba people AD 400</p> |
| Small steps | <p>Why was the Rosetta stone crucial to understanding ancient Egypt?</p> <p>2 investigate the expansion and retreat of the Egyptian territories.</p> <p>3 To know that kushites adopted elements of Egyptian culture and religion and shared a mutual respect.</p> <p>4. Why did the borders change so much?</p> <p>5. What did the ancient Egyptians learn from their enemies?</p> | <p>2. Know the date of the fire of London and that the mayor would not pull houses down to make a firebreak and the monarch over-ruled the mayor</p> <p>3. Understand that the shift of power is continuing to move from royals to elected government in this time period- the government could order conscription by an act of parliament.</p> <p>4. The King's family did not evacuate to Canada or Australia because that would have severely damaged morale and led the population to believe that the war would not be won.</p> <p>5. The King and the Queen visited heavily bombed areas</p> | <p>2. Know the key comparisons with life in Britain relative to the timeline above. Chronology of kingdom of Benin. <i>AD 400 Yoruba people clear forest</i> <i>AD 900 kingdom of Benin begins to develop boundaries</i> <i>Edo people ruled by Ogiso AD 1091</i> <i>1180 Eweka rule</i> <i>1300-1700 golden age of Edo (powerful army/skilled craftspeople)</i> <i>1489 only when Portugese made contact was the name Benin used</i> <i>.fall of Benin 1897 invaded by the British</i> <i>AD 410 end of Roman rule</i> <i>900 England divided by Viking and Anglo-Saxon rule</i> <i>1897 Queen Victoria ruled. Suffragettes movement was growing.</i></p> <p>3. Understand religion and beliefs of the Benin people and how art, crafts, sculptures were intertwined with these strong beliefs -when an important died and a brass sculpture of the head was made, the people of Benin believed that the spirit of the person could be contacted through the brass head.</p> |

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| | Autumn Term | Spring Term | Summer Term |
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| | | personally to show solidarity and boost morale. | 4. Learn about the debate of the Benin bronzes and how European museums are returning Benin art to Nigeria as modern day judges the events of the past. |
| Upper key stage two Essential knowledge | <p>Know the meaning of: ambitions, prestige, rivalry, colonies, colonised, popularity, integration, reconciliation.</p> <p>know the achievements of ancient Egyptians - pyramid building and first to develop writing</p> <p>Know that the Rosetta stone was crucial to understanding ancient Egypt and was discovered in 1799 by French soldiers during Napoleon's invasion of Egypt. After many years of studying the Rosetta Stone and other examples of ancient Egyptian writing, Jean-François Champollion deciphered hieroglyphs in</p> | <p>Know the meaning of: absolute monarchy and constitutional monarchy, hereditary rule, succession, ceremonials, royal decree, accession.</p> <p>Know dates and duration of WW2 1939-45</p> <p>Know date of fire of London 1666 and the role the monarch played.</p> <p>Know that the government had the power to order conscription at this time</p> <p>Know that the King's family would have been safer if they had evacuated to Canada/Australia but that that would have damaged the morale of the people and know the</p> | <p>know the meaning of conquest, successful invasion, impact of beliefs, cultural and religious trends, to think critically, cause and effect</p> <p>know these key dates: kingdom of Benin began to develop AD 900 know 1300 -1700 was golden age of Edo because of powerful army/skilled craftspeople 1489 Portugese made contact and began to call the kingdom Benin The Portuguese helped Benin win battles with other African countries by giving Benin soldiers and guns, and in return the Portuguese took slaves and items to trade.</p> <p>1897 the fall of Benin due to British invasion.</p> |

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| | Autumn Term | Spring Term | Summer Term |
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| | <p>1822. Recognise some periods of peace, conflict, expansion and reduction of ancient Egyptian empire in timeline.</p> <p>Understand that invaders could develop mutual respect of religion and culture (kushites).</p> <p>to know that Egypt became war-like to either conquer or defend and there were many years of conflict with surrounding nations, knowing that Kushites had valuable resources to seize and that Kush was frequently warring with Egypt and also that Hittites and Hyskos enemies were of the earliest threats to the kingdom of unified Egypt as aggressors and invaders</p> | <p>possible consequences of low morale in war time: apathy/resignation/hopelessness</p> | <p>know that religion was strongly connected to art,craft,sculpture (the spirit of deceased people connected to brass sculptures of heads)</p> <p>know that Benin bronzes have begun to be returned to Nigeria as many see these artefacts as being stolen in history and that Germany was the first to initiate this movement</p> |