

HISTORY

History is the study of the past, in particular the changes over time that have occurred within human society.

History at Defford

Our Vision

Our Intent

Faith	Friendship	Fun	Learn	Grow
<ul style="list-style-type: none">• Pupils are passionate about our History and the impact it has upon our lives.• Children are willing to use artefacts and information to share informed opinions of historic people and events.	<ul style="list-style-type: none">• Children learn to value their personal, local, British and world history and that of their friends.• Children work together to investigate the past, posing and answering thoughtful questions.	<ul style="list-style-type: none">• Children will enjoy learning about the past.• Children will develop a keen interest in History, with certain periods that particularly interest them.	<ul style="list-style-type: none">• Know what key events and people have shaped our past.• Know when events took place in relation to others, building a knowledge of chronology.	<ul style="list-style-type: none">• Understand how events have impacted on people and places.• Consider what can be learnt from a variety of artefacts.• Ask questions to develop a further understanding of our past.

History Curriculum Threads

Legacy	Evidence / Artefacts	Chronology
<p data-bbox="191 475 868 592">Events and people of the past left a legacy, a change to the world that can see be seen, experienced and felt years afterwards.</p> <p data-bbox="191 622 868 696">Pupils will learn that moments in history can have had a significant effect on the world.</p> <p data-bbox="191 726 881 961">They will develop their understanding of why the world is as it is today because of the legacy left by people and events of the past. They will learn about the past and consider the legacy events and people had long after their time.</p>	<p data-bbox="924 475 1605 606">Pupils will learn that we know what we know about the world's history from real evidence.</p> <p data-bbox="924 636 1600 861">This evidence takes many different forms including photos, diaries, letters, buildings, art etc. These artefacts are evidence studied by historians to learn about the past.</p>	<p data-bbox="1658 475 2372 718">Pupils will develop a chronological knowledge and understanding. This will allow them to place significant moments in history before and after other events.</p> <p data-bbox="1658 748 2333 846">They will learn about connections, contrasts and trends over time.</p>

KNOWLEDGE

(LL) (LL) Guy Fawkes and his co-conspirators plan to kill King James I in 1605.

What was the gunpowder plot and why do we celebrate it every year on the 5th November?

The Great Fire of London (EYFS) began in Thomas Farriner's bakery in Pudding Lane just after midnight on Sunday 2nd September.

There is a monument to the Great Fire of London near to where the great fire began.

Samuel Pepys kept a diary that included details of historical importance to historians in learning about the Great Fire of London.



VOCABULARY

Plot – a plan, normally to do something naughty.

Great Fire of London – 1666

Infamous – something or someone famous for something bad

Diary – a personal record of events in life

Chronology/chronological – the order of events or dates that something happened in.

Artefact – an item made by a human being that is important culturally or historically.

UNDERSTANDING

That one religion can have different beliefs and practices within it for example Christianity – Catholics, protestants and Orthodox Churches.

Guy Fawkes was one of several people involved in the Gunpowder plot.

How do we know about the Great Fire of London? – The significance of an artefact such as Samuel Pepys' diary.

What chronology is and why it is important in our understanding of History.

What do we know what we know about events that took place so long ago – artefacts.

SKILLS

Observation skills, looking at writing and drawings from the past. Looking for clues about people and events from the past.

Ask questions to help us learn more about events and people beyond living memory.

(LL) Putting events in chronological order eg the events of The Gunpowder Plot.

Write a non-chronological report about historical events

RATIONALE

Why this? These are important events in British history. Provides children with an important context for Bonfire night celebrations.

Why now? Introduces important historical concepts and key historical knowledge.



KNOWLEDGE

What does it take to be a great explorer?

Ranulph Fiennes - British explorer, "greatest living explorer"

Amy Johnson – Female engineer and pilot. First and only female to fly solo from London to Australia (Darwin).

Seaside

Changes of seaside in living memory (use parents and grandparents first hand knowledge)

Popular activities undertaken at the seaside

Seaside life in the Victorian times

VOCABULARY

Explorer

Exploration

Voyage – a long journey, involving travel by either sea or space

Engineer

Discovery

Seaside

Now/ then

Past/ present

Memory

Modern

Victorian

UNDERSTANDING

Exploration has changed over time. For example, from using boats to planes and then rockets.

Explorers go into the unknown, risking their lives to push themselves to expand our knowledge of the world/space.

Why do humans explore? What is the purpose of exploration?

Seaside

Similarities and differences between seaside holidays in the past and now.

-activities

-clothing

SKILLS

To compare how technology has changed exploration over time.

To use historical knowledge to consider the chronology of exploration.

Create thoughtful questions to find answers to, helping us learn more about significant people and discoveries.

Compare and contrast how different explorers explored.

Seaside

Describe popular activities at the seaside.

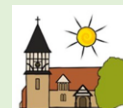
Ask questions to parents/ grandparents.

Explore and interpret photographs and artefacts to find out information.

RATIONALE

Why this? It is important to learn about the impact individuals have had on our understanding of the world. How a familiar aspect of our lives has changed over the past 100 years.

Why now? Children learn about legacy and how some people have made a difference to the world. To know and understand how the world has changed over time.



KNOWLEDGE

What an explorer does in the past and in modern times.

(LL) Who was Neil Armstrong? – first man to step foot on the moon in 1969. Apollo 11 was the mission for man to walk on the moon.

What the 'Space race ' in the 1960s is about?

Challenges facing space travel to Mars.

Personal qualities needed to be an explorer.

Remembrance

Key events and countries in the First world war

Key facts about life of Walter Tull and his significance

What life was like in the war

What happens on Remembrance day and why we remember?

VOCABULARY

Astronaut

Apollo 11

Significant- important people or events

Sources- evidence I use to gather information

Chronology- ordering events

Timeline- a graph showing the order of events

Explore- to travel to search or discover something

Pioneer- someone who does something for the first time.

First World War- France, Germany

Remembrance

Symbol- poppy

UNDERSTANDING

- Why was Neil Armstrong's small step also a giant leap?
- What sort of people would be best suited to explore Mars?
- Order of events leading to the moon landing
- Compare Neil Armstrong and current space travel.

RATIONALE

Why this? It is important for children to know the drive humans have to explore the world and beyond. That terrible events have happened in the past and we must work together to ensure they are not repeated.

Why now? The further develop pupils' knowledge of exploration. They learn about significant people and events that have impacted upon our world.

SKILLS

Interpret pictures for clues.

Recognise Space travellers

Observe and describe what they can see from a range of sources.

Select the most relevant information

Ask questions about life in war times for different groups of people,



KNOWLEDGE

(LL) Parts of a castle

LL TO GEOGRAPHY of Castles
in UK

Visit a local castle-identify
the outside features

Identify the historical
features inside of a
local castle.

LL sketch with Art

VOCABULARY

Portcullis

Moat

Bailey

Tower

Arrow loops/slits

Drawbridge

Barbican

Armour

knights

UNDERSTANDING

Locate and name the
different parts of the
castle.

Explain why each part of
the castle is used for/
why it is important.

Describe some of the
rooms inside a castle and
why they are significant.

SKILLS

Name the parts

Match the name to the parts

Locate the parts to a real life
castle.

Talk about special rooms
inside the castle.



KNOWLEDGE

SUMMER ONE

Exploring significant individuals and how they have helped make the world a better place?

Changes within living memory.

International changes.

Who is Greta Thunberg ?
Climate activist teenager

Who Is David
Attenborough?

Environmentalist/Natural
Historian

VOCABULARY

Environment

Climate

Climate change

Activist

Natural Historian

UNDERSTANDING

No matter how young or old we can all make a difference to our history.

Roles Greta and David have to change actions from the past to make a better future.

Key things they have done to make a difference in history.

Eg Greta- Friday strikes

David- programs of information.

SKILLS

Research facts

Sorting facts

Recall some key facts

Discussion/debating

Ordering life events of significant individuals.



KNOWLEDGE

The Roman era was the first time in British history that written evidence of ways of life appear.

In AD43 the leader of the Roman Empire was Claudius. He wanted to invade Britain for four reasons: natural resources, slaves, they felt it their duty to bring civilized ways to other lands and for power and glory.

Prior to the arrival of the Romans, life in Britain was essentially rural in character and countryside-based. The Romans were urban dwellers and created towns such as Bath, Lincoln, York and Chester. Wealthy Romans owned villas in the country, like the one at Chedworth, near Cheltenham.

Romans used stone, brick and cement to build. The largest Roman ruin in Britain is Hadrian's Wall in northern England.

Boudica and her husband King Prasutagus were the wealthy rulers of the Celtic kingdom of the Iceni tribe. She sought revenge against the Romans (as they had broken a peaceful agreement) and they almost lost control of Britain but she failed to win the battle.

Gladiators were usually slaves who took part in brutal fights to entertain people in Roman times.

VOCABULARY

Rome – capital city of Italy

Romans – people who come from the city of Rome.

Empire – a group of countries ruled over by a single leader.

Emperor/Empress

Invasion – entering a country or region with armed force.

Motive – a reason for doing something

Legion – large army

Gladiator – slaves, criminals or prisoners of war.

Boudica – wealthy ruler

Forum – a place in the centre of the city for meetings.

Amphitheatre

Basilica – meeting hall

Picts – tribe in Scotland

Fort – an army base surrounded by high walls

Villa – country house for wealthy people

Celts – tribe living in Britain

Revolution – an attempt to overthrow/change the leadership of a country

UNDERSTANDING

Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43.

Do they understand the reasons why Emperor Hadrian constructed Hadrian's Wall in AD122?

Understand through explanation the difference between historical evidence and legends and folklore.

Can they relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference.

Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians.

SKILLS

Interpret historical maps.

Observe primary sources, give reasons and interpret information, developing conclusions.

Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip.

Undertake critical thinking by asking questions about a historical era and making and conveying value judgements

Use a range of sources to develop knowledge of the past.

Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History.

Rationale

Why this? It is important for pupils to know what life was like in Roman Britain and the impact that the Romans had on life in Britain.

Why now? This builds upon knowledge learnt in KS1 on events and people and the impact/legacy they have had on the world. This prepares pupils for learning about Anglo Saxons and develop chronological knowledge.



HISTORY – YEAR A – OAK – SPRING TERM 1 - WHO WERE THE ANGLO-SAXONS?

KNOWLEDGE

The Romans left Britain as the heart of their empire, Rome, was attacked. Their departure left Britain vulnerable to invasion by tribal forces from foreign lands.

The Angles, Saxons, Jutes and Picts were from other parts of Europe. These invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England.

Anglo-Saxons, before they were introduced to Christianity, believed in many gods. Because their beliefs were not those of the main world religions at the time, they were called pagans. They continued with their pagan beliefs until AD596 when a man called Augustine arrived in Britain from overseas.

Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities.

Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life.

VOCABULARY

Primary evidence
Secondary evidence
Gothics
Barbarians
Visigoths
Vandals
Defences
Vulnerable
Angles, Jutes, Anglo Saxons
Denmark, Netherlands, Germany
Settlement
Farmers
Thatched
Reeds
Decayed
Disrepair
Ruins
Sutton Hoo
Excavation
Reconstruction

UNDERSTANDING

Do children have an understanding of the need to use both primary and secondary sources of evidence to describe and explain events?

Do they understand and empathise with the situation of Emperor Honorius and the reasons the Romans had to leave Britain?

Do they understand the reasons for the changes that occurred to buildings and ways of life as a result of the country's conversion to Christianity?

Do they understand the reasons for the preference of Anglo-Saxons to create village communities in the countryside rather than living in the towns that the Romans vacated when they withdrew from Britain?

SKILLS

Use timelines to sequence events.

Interpret both primary and secondary sources of evidence to describe and explain events.

Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence.

Create annotated sketches of an Anglo-Saxon village.

Analyse artefacts and devise historically valid questions.

Create a labelled drawing of reconstruction of Sutton Hoo ship burial, labelling the position of artefacts.

Rationale

Why this? Pupils need to know how civilizations rise, fall and change over time. Pupils know what art, culture and beliefs Anglo Saxons had.

Why now? This builds upon pupils' knowledge of the Roman Empire and teaches them how some peoples have changed throughout history.

Legacy – Evidence/Artefacts – Chronology
Through faith, friendship and fun we learn and grow.



KNOWLEDGE

The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.

They travelled in boats called longships and first arrived in Britain around AD 787.

The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).

They were looking for valuable goods like gold and jewels, imported foods and other useful materials.

The Vikings also wanted to claim land and tried to take over much of Britain.

They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.

VOCABULARY

Viking

Norsemen

Trader

Raider

Pillaged

Longship

Scandinavia

Invasion

AD

Church

Conquest

Lindisfarne – monastery where the first Viking invasion took place.

Monastery

Evidence

UNDERSTANDING

The British chronology of Roman Britain to Anglo-Saxon Britain to the Viking invasions.

Describe and understand the reasons for the attack on the Holy Island of Lindisfarne in AD793 by people referred to today as 'the Vikings'. Do the children understand why the Vikings left their home and invaded Britain both for treasures and better farming?

Understand and empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgements they might have made as news of the attack spread.

Understand why a longship was an ideal vessel for Viking raiding parties along the coast of Britain.

Understand and explain the difference between historical evidence and a myth.

SKILLS

Order significant events from with the Viking era on a timeline and relate to Anglo-Saxon period.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.

Address and devise historically valid questions prompted from the handing of artefacts.

Interpret a range of source evidence.

Interpret historical maps.

RATIONALE

Why this? Pupils need to know about the Vikings and how they struggled against the Anglo Saxons for the Kingdom of England to the time of Edward the Confessor.

Why now? This further develops pupils' knowledge of the Anglo Saxons and how they interacted with the invading Vikings.



HISTORY – YEAR B– OAK – AUTUMN TERM 1 – STEP BACK IN TIME – How did the lives of ancient Britons change during the Stone Age?

KNOWLEDGE

Why the Stone Age is part of 'prehistory'.

It was called the Stone Age because it was dominated by stone tools.

It consisted of three different periods called Paleolithic, Mesolithic and Neolithic

It lasted from 2.5 million years ago to approx. 5 million years ago

Paleolithic or Old Stone Age:
Accounts for 99% of all human history. Hunter gatherers and stone, wood and bone tools.

Mesolithic or Middle Stone Age:
First permanent homes, canoes and domestication of dogs from wolves. Neolithic or New Stone Age: First farms and permanent villages and the beginning of trade.

VOCABULARY

Anachronism – something not belonging to a particular place or time in the past.

Archaeologist – someone who studies human prehistory through the excavation of sites and examining artefacts.

Prehistory – the time before writing was used to record events.

Artefact – an object made by a human being.

Excavation – removing rock and soil to uncover artefacts left behind by people in the past.

Reconstruction – rebuilding something the way it originally looked.

Hunter-gatherer – living by hunting animals, fishing and harvesting wild food.

Nomadic – people without a fixed home who wander from place to place.

Flint – a hard grey rock occurring in lumps in chalk.

Knapping – the shaping of flint to make a tool or weapon.

Domesticate – the taming of wild animals so that they can be kept on farms.

Ceremony – an act done in a way to honour a person or special occasion.

UNDERSTANDING

How archaeologists use artefacts to understand life in Stone Age Britain.

Why most Ancient Britons were hunter gatherers.

The difference between Stone Age winter and summer camps.

Why in the New Stone Age Ancient Britons began to build permanent settlements.

How and why life for Ancient Britons changed from the Old to New Stone Age.

Important concepts to understand:

Change – the process by which something or someone becomes different.

Continuity – aspects of life which remain constant and change little over time.

Significance – identifying the most important events, sources and people.

Similarity and difference – comparing ways of life at different times.

Sources – evidence that is used to gather information and reach judgements.

Chronology – arranging historical events in their correct time order.

Migration – the movement of people from one place to another.

Society – a community of people who share a common way of life.

Agriculture – farming involving growing crops and rearing animals.

Settlement – a place where people live.

Subsistence – living in a way that supports yourself and family.

Economy – producing goods and services.

SKILLS

Selecting – choosing the information most suitable and relevant.

Sequencing – arranging events or artefacts in their correct time order.

Comparing and contrasting – finding similarities and differences in how people lived at different times.

Reasoning/speculating – forming ideas about something without firm evidence.

Synthesising – combining a range of ideas and facts from different sources.

Explaining – showing understanding of how or why something happened.

RATIONALE

Why this? Pupils need to know about changes in Britain from the Stone Age to the Iron Age.

Why now? This begins a series of History learning that follows a chronological sequence throughout the year.

Legacy – Evidence/Artefacts – Chronology
Through faith, friendship and fun we learn and grow.



HISTORY – YEAR B – OAK AUTUMN 2 - STEP BACK IN TIME - What is the secret of the standing stones? (Bronze Age)

KNOWLEDGE

The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.

2500 BC Beaker People begin to arrive in Britain.

2300 BC Bronze Age begins

2200 BC Amesbury Archer buried

1650 BC Stonehenge completed

1400 BC Thousands of stone circles now exist around Britain.

900 BC First hill forts appear

750 BC Bronze Age ends and Iron Age begins.

Bronze was made from smelting copper and tin.

What a monument is.

The design, layout and possible purpose of the stone monument at Merrivale.

VOCABULARY

Smelting – heating and melting a rock to extract metal.

Alloy – a metal made by combining two or more elements.

Bronze – a metal made by combining tin and copper.

Status – the position or rank of a person in society.

Monument – a structure made to keep alive the memory of a person or event.

Ceremony – a formal act or series of acts done in a particular way to honour a special occasion.

Interred – to bury a body in a grave or tomb.

Cist – a small stone built coffin-like box used to hold the bodies of the dead.

Commemorate – remember and give respect to a great person or event.

Capstone – a large stone placed on top of a cist.

UNDERSTANDING

Explain why Bronze Age people built so many stone circle monuments in Britain.

How did the invention of bronze change the lives of people?

Why metal workers who could smelt bronze had such high status in Bronze Age society.

The significance of the artefacts buried with the 'Amesbury Archer'.

Why the 'Amesbury Archer' was given the richest burial known in Bronze Age Britain.

Important historical concepts:

Change – the process or actions by which something or someone becomes different.

Continuity – aspects of life which remain constant or change little over time.

Causation – the connections between events where one thing happens as a result of another.

Significance – identifying events, sources, people, places or ideas which are most important.

Perspective – seeing events from different viewpoints.

Sources – evidence that is used to gather information and reach judgements.

Chronology – arranging historical events in their correct order.

Settlement – a place where a community of people live.

Society – a community of people who share a common way of life.

Trade – the buying and selling of goods and services.

SKILLS

Important subject skills to apply:

Describing – giving an account of something.

Selecting – choosing the information most suitable and relevant.

Reasoning/speculating - thinking and forming ideas about something without necessarily firm evidence to back it up.

Synthesising – gathering a range of ideas and facts from different sources to develop an explanation.

Explaining – showing understanding of how or why something is the way it is.

Empathising – placing yourself in another's position to better understand their actions.

RATIONALE

Why this? Pupils need to know about changes in Britain from the Stone Age to the Iron Age.

Why now? This builds directly upon learning of the Stone Age and prepares pupils to learn about the Iron Age.

Legacy – Evidence/Artefacts – Chronology
Through faith, friendship and fun we learn and grow.



HISTORY – YEAR B – OAK – SPRING TERM 2 – HERE COMES SUMMER! How do artefacts help us to understand the lives of people in the Iron Age?

KNOWLEDGE

What an Iron Age tribe was.

The purpose and features of Iron Age hill forts.

The features of a typical Iron Age roundhouse.

What a votive offering is.

VOCABULARY

Hill fort – a hill top earthwork of defensive banks and ditches.

Rampart – a defensive wall of stone or earth.

Palisade – a fence of sharpened wooden stakes fixed to the top of ramparts.

Smelting – melting rock to extract metal like iron.

Celts – groups who lived in North West Europe during the Iron Age.

Siege – surrounding a settlement cutting off essential supplies.

Inscription – words written on or cut into something.

Barter – exchanging goods and services without the use of money.

Hoard – a stock or store of money or valued objects.

Votive – objects made as offerings as part of a religious ceremony.

UNDERSTANDING

Why Iron Age Britain was often a violent time.

Why so many hill forts were built in Britain during the Iron Age.

The significance of artefacts discovered in roundhouses and hill forts.

Why Iron Age tribes may have made so many votive offerings.

Important concepts to understand:

Causation – the connections between events where one thing happens because of another.

Significance – identifying events, sources, people, places or ideas which are most important.

Sources – evidence that is used to gather information and reach judgements.

Chronology – arranging historical events in their correct time order.

Conflict – a struggle or clash between opposing forces, interests or ideas.

Peace – a time without conflict or the fear of violence or aggression.

Settlement – a place where a community of people live.

Society – a community of people who share a common way of life.

War – armed conflict between different countries or people within a country (civil war)

Trade – the buying and selling of goods and services.

Tribe – a group of people who live and work together.

SKILLS

Describing – giving an account of something.

Selecting – choosing the information most suitable and relevant.

Reasoning/speculating – thinking and forming ideas about something without necessarily firm evidence to back it up.

Synthesising – bringing together a range of ideas and facts from different sources to develop an explanation.

Explaining – showing understanding of how or why something happened the way it did.

Empathising – placing yourself in another's position to better understand their actions.

RATIONALE

Why this? Pupils need to know about changes in Britain from the Stone Age to the Iron Age.

Why now? This builds directly upon learning of the Bronze Age from the previous term.

Legacy – Evidence/Artefacts – Chronology
Through faith, friendship and fun we learn and grow.

