



HISTORY

KEY STAGE ONE - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description		Children learn about the history of Hordle village and our school. They compare the past to the present.	
NC Objectives		<ul style="list-style-type: none"> Pupils should be taught about changes within living memory Pupils should be taught about events, people and places in their own locality. 	
Substantive Knowledge		<ul style="list-style-type: none"> Children will learn what Hordle School used to be like from the buildings to the children and the clothing Children will learn what Hordle village use to be like, including the houses and shops Children will compare their knowledge of the past to what Hordle School and village are currently like 	
Disciplinary Skills		<ul style="list-style-type: none"> Chronology - recognise the sequence of houses from past to present and use dates to describe things; use vocabulary associated with the past and intervals of time; create a comparison of 'then and now' and 'old and new' when thinking about how Hordle has changed over time. Characteristic features - recognise that clothing, transport, buildings and technology could be different in the past; use sources (photographs and drawings) to compare the characteristics of Hordle in the past with Hordle of modern day (e.g., school, clothing, buildings). Continuity and Change - describe how aspects of school life today differ from the past (including use of primary sources: accounts and photographs); use a map to compare Victorian Britain with knowledge of where they live now. Cause and Consequence - discuss the reasons that Hordle has changed from how it was in Victorian Britain to modern day; explore how the factors that led to change affected people differently. Historical Significance - recognise significant changes to the school that impacted friends and family; discuss the impact of widening education for more children meant that more children could read and write. Historical interpretation - examine photographs and consider what information they show by thinking about: what can you see? What is this a photo of? How is this photo different from your class photo? How do you know this is an old photo? Identify and 	

		<p>talk about different accounts of real historical situations; discuss the similarities and differences of primary and secondary sources relating to the school and village.</p> <ul style="list-style-type: none"> • Historical Enquiry - develop concept of archaeology and think like archaeologists by finding and interpreting artefacts in a sand tray to piece together missing clues; asks and answers questions about the sources they are shown, verbally sharing their ideas about how Hordle has changed through the use of photographs; explain how they have found out about the past. 	
Vocabulary		<p>Tier 1: past, present, now, then, house, bricks, tile Tier 2: timeline, modern, New Forest cottage, Victorian cottage, cob cottage, thatched, slate, dunce, blackboard, cane, inkwell Tier 3: excavate, archaeologist</p>	
Assessment		<p>Key Enquiry Question: What has changed and what has stayed the same in Hordle from the past to modern day?</p> <ul style="list-style-type: none"> • How has Hordle Village changed over time? • How have houses, the school and church changed? 	

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children learn about the significance of the Titanic, the factors that led to its sinking and what changed as a result of this disaster.		Children learn about The Great Fire of London. They will learn about how it started and how it spread so quickly.
NC Objectives	<ul style="list-style-type: none"> • Pupils should be taught about significant historical events in their own locality • Pupils should be taught about events beyond living memory that are significant nationally or globally 		<ul style="list-style-type: none"> • Pupils should be taught about events beyond living memory that are significant nationally or globally
Substantive Knowledge	<ul style="list-style-type: none"> • Children will learn when Titanic set sail and the sequence of events that led to its sinking • They will learn about the different passengers on board, exploring the variety in their clothes, luggage and accommodation • They will learn about the historical significance of Titanic sinking, including how it was a consequential turning point for nautical safety worldwide 		<ul style="list-style-type: none"> • Children will learn the sequence of events that led to The Great Fire of London • They will learn how the fire started and the reasons why it spread so quickly, including the roles and responsibilities of different citizens • They will explore eyewitness accounts from significant individuals including Samuel Pepys and John Evelyn
Disciplinary Skills	<ul style="list-style-type: none"> • Chronology - create a simple timeline, placing key events of the sinking of the Titanic in order from earliest to latest; use vocabulary associated with the past and intervals of time. • Characteristic features - through photographs and first-hand accounts, understand what life aboard the Titanic would look like (e.g., levels of cabins, furniture, clothing, people's jobs) and how that differs 		<ul style="list-style-type: none"> • Chronology - create a simple timeline, placing key events of the Great Fire of London in order from earliest to latest; use vocabulary associated with the past and intervals of time • Characteristic features - use sources to recognise that buildings, transport and technology could be different in the past; describe, in simple terms, some characteristic features of the period (e.g., proximity of

	<p>from ships and society today.</p> <ul style="list-style-type: none"> • Continuity and Change - explore change and/or continuity in nautical safety following the sinking of the Titanic. • Cause and Consequence - describe why people on the Titanic acted as they did and begin to understand what happened as a result; describe what changes were made to ensure safety as a direct result of the Titanic sinking; describes more than one reason for the disaster and loss of life and justify how important they believe it is. • Historical Significance - understand that the building, and subsequent sinking, of the Titanic was historically significant for many people around the world; know that the sinking of the Titanic, and actions of people aboard including the captain, is considered significant because it led to immediate and long-lasting changes in nautical safety and passenger liners. • Historical Interpretation - identify and explain that eyewitness accounts and photographs show us the view of passengers at the time and that recreated paintings, books and documentaries are an interpretation by a historian to tell us a story. • Historical Enquiry - able to investigate both written and picture sources and use the information they gather to explain their reasoning; examine photographs and consider the questions: who might this item belong to, why do you think that, what was this item used for, what is this item? Explore the different experiences of people on board the Titanic by considering their different accounts and photographs from the ship. 		<p>houses, inadequate fire-fighting equipment).</p> <ul style="list-style-type: none"> • Continuity and Change - describe how fire safety and building rules changed following the events of the Great Fire of London. • Cause and Consequence - consider factors (causes) that led to the start and spread of the GFOL and can understand some of the consequences of it. • Historical Significance - understand that the Great Fire of London is significant in British history and led to wide-spread changes in how we build and respond to fires; explore the landmark on Pudding Lane that commemorates the Great Fire of London and understands why landmarks are used. • Historical Interpretation - understands that first-hand accounts can vary depending on the person and circumstances they are in (i.e., Samuel Pepys vs. John Evelyn). • Historical Enquiry - understands that we only know some details from eyewitness accounts (e.g., some houses were coated in tar, the fire being too hot to get near enough to use squirts or buckets) and the rest is constructed by historians trying to piece together a story.
Vocabulary	<p>Tier 1: present, past, luggage, passengers, crew, iceberg Tier 2: historian, primary/secondary source, passenger/ocean liner, bow, stern, hull, compartments, funnel, triumph, tragedy Tier 3: steerage (3rd class), rivets</p>		<p>Tier 1: fire, flames, London, boats, bakery, oven, result Tier 2: River Thames, St Paul's Cathedral, disaster, cause, consequence, effect, eyewitness, lead, architect Tier 3: flammable, gunpowder, thatch, fire break, fire hook, water squirt</p>
Assessment	<p>Key Enquiry Question: Was the Titanic a triumph or a tragedy?</p> <ul style="list-style-type: none"> • Children will recall the event of Titanic's journey • Why was the loss of life so great on Titanic? • What has changed as a result of this? 		<p>Key Enquiry Question: Why did the Great Fire of London cause so much damage and what happened as a result?</p> <ul style="list-style-type: none"> • How did the fire start? • Why did it spread so quickly? • What changes have been made since?



HISTORY

KEY STAGE ONE - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children learn about the Battle of Hastings, the history of castles and compare monarchs in British history.		
NC Objectives	<ul style="list-style-type: none"> Pupils should be taught about events beyond living memory that are significant nationally or globally Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements 		
Substantive Knowledge	<ul style="list-style-type: none"> Children will learn about the key events and people involved in The Battle of Hastings They will learn that William the Conqueror built the first castles They will learn about the development of castles from Motte and Bailey, Stone Keep to Concentric They will learn about castles in the local area 		
Disciplinary Skills	<ul style="list-style-type: none"> Chronology - ordering castles from oldest to newest (1066 Motte and Bailey vs. 12th Century Concentric castles) by creating and annotating a timeline of castle development; describes what life in a castle was like then and understands that we do not live in castles now; places images of three monarchs in chronological order, with some children able to add a date caption to images (e.g., coronation date). Characteristic features - compare different types of castles, identifying some features that make them the same and different; explains that castles changed and that they are different from the types of homes we live in now; able to identify that we do not have defences in our homes now and we do not live with large numbers of other people; compare three different monarchs, considering their reigns, coronation age, children and legacy by matching at least one important event to each monarch; identifies differences in transport, communication, housing and matches them to the correct monarch. Continuity and Change - match castles to people and situations from the past; discuss similarities and differences between castles over time; consider how aspects of the two monarch's reigns were similar and different and gives some simple reasons for this. Cause and Consequence - give simple explanations for why The Battle of Hastings began; describe some of the consequences of The Battle of Hastings for people in Britain. Historical Significance - understands that the Battle of Hastings was a significant historical event for Britain as it led to a change of monarch and 		

	<p>development of castles; understands the key individuals important in the Battle of Hastings; identify key events that happened during the reign of Queen Victoria, including locally (Hordle Primary School was built).</p> <ul style="list-style-type: none"> • Historical Interpretation - explore sources and artefacts from the Battle of Hastings (and the period afterwards) which give clues about who lived in the castles, what their jobs were and how items were used; consider how we know about life during and after the Battle of Hastings, including life in Hampshire, by exploring primary and secondary sources. • Historical Enquiry - explore different castles and monarchies by identifying important features in primary and secondary sources; gather information from simple sources to answer questions about The Battle of Hastings; able to explain how they have found out about the past. 		
Vocabulary	<p>Tier 1: history, past, castle, battle, king, queen, features, lord, lady</p> <p>Tier 2: timeline, artefacts, monarch, conqueror, successor, royalty, noble, throne, succession, reign</p> <p>Tier 3: Motte and Bailey, concentric, garderobe, abdicate, Stone Keep, Portchester Castle, Corfe Castle</p>		
Assessment	<p>Key Enquiry Question: How have castles, and who lives within them, changed over time?</p> <ul style="list-style-type: none"> • Explain the events of The Battle of Hastings • Children can compare different types of castle 		

	SPRING 2	SUMMER 1	SUMMER 2
Description	Children learn about Mary Anning and her significance in our local area.	Children learn about the history of space travel including the animals and humans that have been in space and landed on the moon.	
NC Objectives	<ul style="list-style-type: none"> • Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements • Pupils should be taught about significant historical events people and places in their own locality 	<ul style="list-style-type: none"> • Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. 	
Substantive Knowledge	<ul style="list-style-type: none"> • Children learn about Mary Anning's life from childhood • They learn about key points in her life where she made significant discoveries of fossils • They learn about her being recognised for her work after her death 	<ul style="list-style-type: none"> • Children learn about the animals and humans that have been to space and landed on the moon • They learn the order that the animals went into space • They learn about the Apollo 11 missions and the first moon landing • Children learn about Tim Peake and compare him to Neil Armstrong 	

Disciplinary Skills	<ul style="list-style-type: none"> • Chronology - uses historical vocabulary to describe something a very long time ago; sequences the story of her life verbally or by acting out key episodes or events, identifying some key dates. • Characteristic features - recognise that women's roles at the time were different to those today and Mary was not a 'typical' fossil hunter. • Continuity and Change - describes the fact women weren't allowed to do as many things as they can today (e.g., Mary couldn't go to the Geographical Society); recognises Mary is now celebrated more than in the past and may offer reasons why. • Cause and Consequence - talks about Mary having to earn money by finding and selling fossils to support herself and her family, especially after the death of her father. • Historical Significance - recognise and discuss the important role Mary Anning played in the discovery of the world before humans and that she paved the way for many others; develop an understanding of the impact of Mary Anning in our locality. • Historical Interpretation - explore a historical artefact box containing fossils, archaeology tools and clothing and consider what they are and their purpose; understand that accounts from the time compared with those that were discovered later helped shape the narrative around Mary Anning's discoveries of curiosities. • Historical Enquiry - explore artefacts and consider the following questions: what is it, where is it from, what is it used for, who would use it, who would wear it, where is that, what links these together? 	<ul style="list-style-type: none"> • Chronology - use a timeline for key events in space exploration and describe them in relation to each other - first flight, later flights, animal and human space exploration; describe which events happened first and why, including the use of vocabulary associated with the past. • Characteristic features - compare two key historical figures (astronauts) and discuss their role and importance in advancing space travel. • Continuity and Change - describe some similarities and differences between the lunar landing missions and later missions of Tim Peake and Neil Armstrong. • Cause and Consequence - describe, in simple terms, the consequences of space travel for the world. • Historical Significance - explain the importance of events in living memory, understanding how it took a collective effort to achieve space travel for the first time; discuss why people are now considered important and name at least one person they feel is important with a given reason. • Historical Interpretation - understand that historians use different types of sources to find the answers to questions and that different people will reach different opinions. • Historical Enquiry - use information from different types of sources to find answers to questions and to tell a story of events. 	
Vocabulary	<p>Tier 1: discovery, skeleton, marine, crocodile, dragon, dinosaur</p> <p>Tier 2: Mary Anning, curiosities, Lyme Regis, Geographical Society, fossil, archaeologist, geologist</p> <p>Tier 3: palaeontologist, geology, Pterodactyl, Ichthyosaur</p>	<p>Tier 1: sun, moon, Earth, rocket, space, journey, launch</p> <p>Tier 2: orbit, solar system, astronaut, space race, shuttle, Apollo 11, Mars Rover, International Space Station, Neil Armstrong, Tim Peake</p> <p>Tier 3: V-2 rocket</p>	
Assessment	<p>Key Enquiry Question: What is the legacy of Mary Anning? Why is she famous and why were her achievements not celebrated more in her lifetime?</p> <ul style="list-style-type: none"> • Children will explain the events of Mary Anning's life, how she became a famous fossil hunter and why this has been significant • Children will identify factors that prevented Mary from being celebrated during her lifetime 	<p>Key Enquiry Question: Who played the greatest role in furthering our knowledge of space?</p> <ul style="list-style-type: none"> • Children will recall the events of space travel of animals and humans, in order • Children will be able to explain similarities and differences between Neil Armstrong and Tim Peake's missions • Children will make a judgement about who contributed the most to space travel and knowledge 	



	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children learn about differences between Stone Age and Iron Age with a focus on hunter gatherers to farmers, hill forts and culture.		
NC Objectives	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. Understanding of AD/BC or CE/BCE 		
Substantive Knowledge	<ul style="list-style-type: none"> To know when the Stone Age, Bronze Age and Iron Age were To describe what Stone Age homes looked like and how these changed throughout the Stone Age To explore Skara Brae and know why it was important during this period. To know what Stone Age, Bronze Age and Iron Age tools were made out of and what they were used for. To explain what an Iron Age hillfort is and how they were built; to discover local hill forts. To explore Stonehenge, describe some of its key features and its significance at the time. 		
Disciplinary Skills	<ul style="list-style-type: none"> Chronology - use a timeline to compare the durations of the neolithic, mesolithic and paleolithic periods; use a timeline to compare the durations of the Stone Age, Bronze Age and Iron Ages; begin to understand other historical civilisations were happening in this prehistoric period (concept of meanwhile, elsewhere); use precise chronological vocabulary; use and understand phrases such as 'over 4,000 years ago' and 'BC/AD' or 'BCE/CE' Characteristics features - identify similarities and differences between the different ages, especially in relation to the coming of farming and the use of first bronze, then iron and the impact of these metals; explain that life changed significantly for Britons from the Stone Age to Iron Age, however there were periods of continuity throughout the ages too given their long duration; consistently use period-specific language in explanations. Continuity and Change - explore change and/or continuity in materials, tools, burials, homes and settlements; explain, with examples, a range of changes that occurred across the ages (e.g., tools, settlements) while other things remained the same (e.g., religion and beliefs, burials). Cause and consequence - describe, using simple examples, different causes that led to changes in life (e.g., trade and the introduction of new metals, move towards farming and settlements vs. hunter-gathering); discuss the reasons for a lack of settlement and civilisation in the early Stone Age and why this changed in the Bronze and Iron Ages; understand the reasons that led to the development of hill fortifications in the Iron Age and how civilisation had developed to facilitate people living in larger groups. Historical Significance - recognise that our prehistoric ancestors lived very different lives to us but made significant developments in the use of metals, materials and tools, and changed from being nomadic hunter-gatherers into people living in permanent, vast dwellings and hill forts among many others and introduced the concepts of settlements and civilisation to our shores. Historical interpretation - understands there is a scarcity of evidence from this period and these gaps therefore have to be filled by reasoned interpretation, rather than reliable sources; understand that there is only archaeological evidence about these periods - no written accounts or pictures exist, so it is difficult to have certainty in events of the prehistoric past; understand that if we find new evidence we have to rewrite the past. Historical Enquiry - deduce information from objects by exploring prehistoric artefacts, considering who may have used or worn it, why and how items may have evolved over time and why; question the origins and purposes of artefacts, using knowledge of the different ages. 		
Vocabulary	<p>Tier 1: arrow, materials, farming</p> <p>Tier 2: animal hide, Stone Age, Bronze Age, Iron Age, materials, long barrow, Stonehenge, Skara Brae, prehistoric, archaeologist, hunter-gatherer, flint, wattle and daub, hillfort, cave paintings</p> <p>Tier 3: Palaeolithic, Mesolithic, Neolithic</p>		
Assessment	<p>Key Enquiry Question: How did life in Britain change between the Stone Age, Bronze Age and Iron Age?</p> <ul style="list-style-type: none"> Children will demonstrate their knowledge of the characteristic features of each of the Stone, Bronze and Iron Ages 		

	SPRING 2	SUMMER 1	SUMMER 2
Description			Children will study areas, events and people of significance to the New Forest, including: Buckler's Hard, smuggling, William the Conqueror and WWII
NC Objectives			<ul style="list-style-type: none"> • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Substantive Knowledge			<ul style="list-style-type: none"> • Explain who William the Conqueror was, retrieving knowledge of the Battle of Hastings from KS1, and what his links to the New Forest were • Explain how the New Forest was linked to smuggling and how it was affected and helped during World War II • Understand the historical links Buckler's Hard has • Understand the positives and negative impacts of tourism on the New Forest
Disciplinary Skills			<ul style="list-style-type: none"> • Chronology - add important local historical events to a timeline; use phrases such as 'over two hundred years ago'; compare early events in the New Forest (e.g., Battle of Hastings, creation of the New Forest) with later events (e.g., building of Buckler's Hard) and very recent roles (e.g., rise in tourism) • Characteristic features - discuss key features of the New Forest throughout history (e.g., smuggling, New Forest and ancient woodland, wildlife and livestock). • Continuity and Change - identify ways in which the New Forest has adapted or remained unchanged throughout history (e.g., from creation of NF to draw of tourism; smuggling to lawful businesses) and offer some explanations for this. • Cause and Consequence - discuss the reasons that the New Forest has adapted from how it was following William the Conqueror to present day; explain, with simple examples, how the factors that led to change affected people differently. • Historical Significance - explore the important role the New Forest has played locally, nationally and globally (e.g., links to WWII and warship building for the Battle of Trafalgar; smuggling goods into the country); describe the royal connections with the New Forest (e.g., William the Conqueror, King Henry VIII). • Historical Interpretation - visit a place of local historical significance (Buckler's Hard) to explore its living history and artefacts (both primary and secondary sources); understand that historical understanding of the local area is continuously being revised and attribute this to discoveries and sources we have made over time. • Historical Enquiry - examine how aspects of national history are reflected locally (e.g., by

			monuments, tourist attractions); describe and question the origins and purposes of sources using knowledge of periods and civilisations; asks perceptive questions and uses existing and additional knowledge to think critically.
Vocabulary			<p>Tier 1: hunting, tourism, benefits, impacts, conflict, economy, congestion, timber</p> <p>Tier 2: evacuees, airfields, World War II, Battle of Hastings, tapestry, William the Conqueror, New Forest, Buckler's Hard, warships, smuggling, Trafalgar</p> <p>Tier 3: Nova Foresta, Montagu Town</p>
Assessment			<p>Key Enquiry Question: What roles has the New Forest played throughout history?</p> <ul style="list-style-type: none"> Children will explore the various events, people and areas significant to our local history Children will compare how the New Forest has changed over time




HISTORY

LOWER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description		Children learn what life was like in the Victorian era, including what life was like for children in Hordle and the New Forest.	Children learn how Britain changed under the rule of the Anglo-Saxons and Vikings and explore their legacy.
NC Objectives		<ul style="list-style-type: none"> A local history study Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-saxon struggle for the Kingdom of England to the time of Edward the Confessor
Substantive Knowledge		<ul style="list-style-type: none"> To learn about Queen Victoria, her reign as monarch and life during the Victoria era. To understand and experience what life was like for a Victorian school child. To identify local Victorian history and identify similarities and differences between these times, including learning about our school's Victorian past. To explore the contrast in lives between the rich and poor children in Victorian Britain. To compare Victorian homes to modern day homes. To understand how the Industrial Revolution changed lives for children. 	<ul style="list-style-type: none"> To understand where the Anglo-Saxon period fits in history and that it lasted from around 410-1066 CE. To understand the hierarchical structure and roles of different groups (including Kings, Thegns, Churls, enslaved people and children) in Anglo-Saxon Britain. To explain the 'push and pull' factors that led to the Anglo-Saxons, and ultimately Vikings, coming to Britain. To recognise how religion changed during the Anglo-Saxon period from Paganism to Christianity and to describe the differences between these religions. To explore the impact of converting to Christianity on Britain. To understand and discuss the impact of the Vikings, how they were perceived (particularly following the raid on Lindisfarne) and whether they were deemed raiders or traders.
Disciplinary Skills		<ul style="list-style-type: none"> Chronology - accurately place the Victorian era on a timeline of previously-encountered periods and understand it is very modern history; add important local historical events or people to a timeline. Characteristic features - explain the key features of Victorian society, including the socioeconomic structure (comparison of poor with wealthy and varying job roles) using period-specific language; discuss the dangers that children faced (e.g., chimney sweeps and workhouses vs. automation of machinery and health risks). Continuity and Change - compare the lives of people (particularly children) in Victorian Britain to our lives today and explore important events that impacted lives locally; explain how the Victorian era has influenced life today, particularly when considering inventions and laws protecting children. Cause and Consequence - explain how people and events of the past have influenced life today, giving more than one example, with links to local and 	<ul style="list-style-type: none"> Chronology - create a timeline to illustrate how the Anglo-Saxons and Viking periods of time are interwoven rather than distinct and separate periods of history; use a map to show where the Anglo-Saxons and Vikings came from, respectively. Characteristic features - describe the change of religion from Paganism to Christianity and Saxon culture, giving a simple explanation as to why. Continuity and Change - explain, with some examples, the changing kingdoms in Britain and the Christian conversion from Paganism; consider why changes in other parts of the world (shift to Christianity) might be connected to changes in Britain; identify the impact of migration during the Anglo-Saxon and Viking period, including characteristic features that remained unchanged. Cause and Consequence - explain why the Anglo-Saxons came to Britain and why/how they converted to Christianity, with reference to the different Christian missionaries who arrived here and

	SPRING 2	SUMMER 1	SUMMER 2
Description		Children learn about the Ancient Egyptian civilisation, their legacy and the importance they placed on religion and the afterlife.	
NC Objectives		<ul style="list-style-type: none"> Learn about the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt 	
Substantive Knowledge		<ul style="list-style-type: none"> To explore who the Ancient Egyptians were and what life was like for them, using clues from an archaeological dig to develop historical interpretation. To know where Egypt is located and why its geological position was advantageous. To understand how Egyptian society was structured and how this reflected their religion and beliefs. To know that the Egyptians developed a system of communication - hieroglyphics - and that through sources at the time (such as the Rosetta Stone) we are able to learn more about their culture and history. To consider why the pyramids and other monuments were built and the features they included. To understand why Tutankhamun is famous and explain what was found in his tomb and how it was decorated. 	
Disciplinary Skills		<ul style="list-style-type: none"> Chronology - place Ancient Egypt onto a timeline and compare civilisations it overlaps with; place the key events of Ancient Egypt onto a timeline; explain that ancient Egypt was over 3,000 years ago and that in Britain it was at the same time as our Stone, Bronze and Iron age and that the Roman Empire was common to both. Characteristic features - compare the everyday lives of ancient Egyptians to the lives of those elsewhere at the same time (comparison of several ancient civilisations); uses the period-specific terminology in discussions. Continuity and Change - identify some similarities and differences between Ancient Egyptians and other civilisations and compare these to life in Iron Age Britain. Cause and Consequence - recognise the importance of the River Nile for the Ancient Egyptians - identifying links between natural resources and humans. Historical Significance - compare and contrast achievements of Ancient Egypt with other civilisations; discuss, with examples, the enduring legacy of the Ancient Egyptians internationally. Historical Interpretation - use primary and secondary sources to consider what life was like for people in Ancient Egypt; examine (through artefacts 	

		<p>and secondary sources) the achievements of the Ancient Egyptians, including astronomy, maths and medicine.</p> <ul style="list-style-type: none"> • Historical Enquiry - explain that many of our sources come from archaeological finds in these regions and therefore have been interpreted by historians. 	
Vocabulary		<p>Tier 1: trade, farming, slaves, Egyptian</p> <p>Tier 2: Ancient Egypt, Gods, Goddesses, fertile, pyramids, scribes, architecture, hierarchical society, civilisation, chambers, tomb, pharaoh</p> <p>Tier 3: papyrus, silt, irrigation, sarcophagus, Tutankhamun, hieroglyphics, afterlife, Queen Nefertiti, scarab beetles, Ra, Horus, Osiris, Anubis</p>	
Assessment		<p>Key Enquiry Question: What was so significant about the Ancient Egyptians?</p> <ul style="list-style-type: none"> • Children will consider different features of the Ancient Egyptian civilisation and determine their significance, using sources and interpretation to justify their opinions. 	

 <h1>HISTORY</h1> <h2>UPPER JUNIORS - YEAR A</h2>			
	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Children are transported back to Ancient Greece through an immersive drama 'hook' day. They go on to explore its culture and consider its impact on modern life.	Children explore life in Ancient Rome where they will discover its rise and fall in power and discuss the impact of this on Britain.	
NC Objectives	<ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world • Study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
Substantive Knowledge	<ul style="list-style-type: none"> • To describe how Ancient Greece was organised, including its different types of governments and the inception of democracy. • To explain the 'Golden Age' with reference to democracy, philosophy, astronomy, mathematics, 	<ul style="list-style-type: none"> • To understand what the Roman Empire was and how it became so powerful, making links to Ancient Greece and its influence. • To understand how the Romans conquered Britain and the impact this had on the Celtic armies. 	


	<p>medicine, the Olympic Games, leisure, architecture and language.</p> <ul style="list-style-type: none"> • To explore the beliefs of the Ancient Greeks, delving into mythology and its influence in daily life. • To understand the enduring significance of 3 great Greek philosophers: Socrates, Plato and Aristotle. • To describe the ongoing conflict between powerful Poleis (city states), focusing on the Peloponnesian Wars between Athens and Sparta. • To consider the relative significance of Alexander the Great and his legacy. 	<ul style="list-style-type: none"> • To describe the roles of King Prasutagus and Boudicca. • To explain the changes Romans made in Britain and their influences on many aspects of life including architecture, transport systems, currency, trade, calendars and government. • To describe the shifting of religious beliefs in the Roman Empire and how they drew inspiration from Greek mythology during their polytheistic period. • To explain how the Roman Empire fell and where this left Britain. 	
Disciplinary Skills	<ul style="list-style-type: none"> • Chronology - accurately place civilisations previously studied onto a timeline, noting which overlap to develop the concept of meanwhile, elsewhere; understand that the Ancient Greek civilisation lasted for thousands of years, despite the extreme geographical challenges of the region (and varying ideologies); use vocabulary specific to periods of time, giving some examples of significant events with dates (e.g., first Greek civilisation was the Minoans in 3000 BCE; democracy first established around 500 BCE). • Characteristic features - contrast and make some significant links between civilisations and periods studied; discuss several aspects of Greek culture and know that these spread widely across parts of Europe and Asia; explain that Greece originally comprised of City States (like tribes in the Stone Age to Iron Age, Maya or Ancient Sumer) but that Alexander the Great united it into one country and conquered more lands to create an empire. • Continuity and Change - compare similarities and differences between Ancient Greece, Ancient Egypt and the Iron Age through comparison of housing, society, food, entertainment and beliefs; identify continuity and change of Ancient Greek practices from then until now (centred on legacy e.g., architecture, philosophy, beliefs, mythology, language, democracy, society, entertainment); understand that changes occurring in Ancient Greece and Rome ultimately impacted Britain; discuss with examples and development of opinion of positive or negative change. • Cause and Consequence - explain the long-term influence of Ancient Greece ideas and knowledge on future civilisations, including the Romans modern day, with significant examples; explain how these later societies spread Greek ideas and knowledge geographically and over time, allowing them to still influence life today; discuss several factors that supported the success of Ancient Greece and factors that led to its decline, using evidence to support justifications. • Historical Significance - determine, using zones of relevance criteria, the relative significance of features of the Golden Age in shaping Greek culture and their 	<ul style="list-style-type: none"> • Chronology - recall the dates of the Roman Empire and the invasion of Britain, linking to prior learning of the Iron Age; use a timeline to accurately place an increasing number of civilisations and periods in order, noting which overlap to develop concept of meanwhile, elsewhere; use vocabulary specific to periods of time, giving some examples of significant events with dates (e.g., 42 CE marking the end of the Iron Age and start of the Roman Britain; 410 CE marking the departing of Romans from Britain). • Characteristic features - know the scale of the Roman Empire and that it included large parts of Europe and Greece, parts of Africa and Asia, much of Britain and places mentioned in the Bible at its height; understands features of the Roman Empire and reasons for their invasion of Britain and ensuing conflict. • Continuity and Change - identify the short-term aspects of the Roman impact, including taxes and presence of the army, on Roman Britain; explain the long-term aspects of the Roman impact, including roads, place names and preservation of ideas because they had handwriting, on Roman Britain.; recognise that some things changed while others remained the same during and after the Roman occupation. • Cause and Consequence - consider factors which contributed to the rise and fall of the Roman Empire and determine their relative significance; describe in greater detail the reasons for the invasion of Britain by the Romans and the impact that it had on people and society. • Historical Significance - describe ways in which the Romans (and Ancient Greeks) have had a lasting impact in Britain, beliefs and culture; identify why Boudicca is such a significant individual for both British and Roman History; contribution to discussion on the significance of different aspects of the Roman impact on Britain, using criteria to support justifications. • Historical Interpretation - engage in a presentation from a local museum, looking at Roman influence locally and primary sources (such as coins, clothing and pottery) that help build our knowledge of the time; use primary sources to interpret what life was 	

	<p>enduring legacy; recognise that historical significance varies over time and by the interpretations of those ascribing that significance (provenance).</p> <ul style="list-style-type: none"> • Historical Interpretation - use secondary sources - such as illustrations, textbooks and biographies - to interpret what life was like in Ancient Greece and compare it to modern day (e.g., Lesson 1 - painting of democracy with lack of diversity and gender equality); understands that primary sources - such as written records, artwork and architecture - aid more accurate construction of life in Ancient Greece but that these are still susceptible to provenance given who was scribing and who was dictating the recording of ideas. • Historical Enquiry - use multiple sources (primary and secondary) to interpret how knowledge of Ancient Greece has been constructed; predict whether Athens or Sparta won the Peloponnesian Wars using sources and my knowledge of geography, culture and military power. 	<p>like in Roman Britain; use secondary sources - such as the opinions of historians (including David Olusoga) - to interpret what life was like in Roman Britain and how the Roman Empire fell.</p> <ul style="list-style-type: none"> • Historical Enquiry - using evidence, construct reasoned arguments about: events which led to the success of the Roman Empire in Britain; the influence of the Roman Empire on British culture and its enduring legacy; the fall of the Roman Empire and the significance of each factor. 	
Vocabulary	<p>Tier 1: class, sport, trade, slaves, medicine, mathematics, science</p> <p>Tier 2: city states, Poleis, citizen, civilisation, elite, Olympics, theatre, democracy, monarchy, tyranny, oligarchy, legacy, Golden Age, mythology</p> <p>Tier 3: philosophy, Aristotle, Socrates, Plato, Acropolis, Peloponnesian Wars, Alexander the Great</p>	<p>Tier 1: taxes, Christian, tribe, architecture, invasion, conquest, empire</p> <p>Tier 2: Britons, civilisation, classical, emperor, forum, governor, Iron Age, Pagan, province, republic, revolt, Romanisation, Romano-Britons, aqueduct, administration</p> <p>Tier 3: auxiliaries, procurator, neo-classical</p>	
Assessment	<p>Key Enquiry Question: How have so many aspects of Ancient Greek culture survived until today?</p> <ul style="list-style-type: none"> • Children will consider aspects of Greek culture and their enduring legacy on modern life. 	<p>Key Enquiry Question: What was the Roman Empire's most significant impact on Britain?</p> <ul style="list-style-type: none"> • Children will explore the actions and short, medium and long-term impacts of the Roman Empire on Britain, justifying their relative significance. 	

	SPRING 2	SUMMER 1	SUMMER 2
Description			Children in Year 5 will discover what life was like for local people during WWII by exploring how events unfolded and the impact it had.
NC Objectives			<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • A local history study
Substantive Knowledge			<ul style="list-style-type: none"> • To understand who the Allied and Axis Powers were in World War I and the significant devastation the war caused in Europe. • To describe the Treaty of Versailles, including the wishes and actions of the Big Three nations. • To explain that the outcomes of the Treaty of Versailles - including the exclusion of Germany from

			<p>the League of Nations and heavy military and financial sanctions - led to unrest and the rise of Adolf Hitler's Nazi party.</p> <ul style="list-style-type: none"> • To understand how WWII started and how local people were conscripted, moved into wartime industries or evacuated to safer locations. • To describe when, how and why the Blitz occurred and contrast what life was like for people in Southampton with Coventry, including techniques they used to protect themselves. • To explore the different roles of local women during the war including the Land Army, uniformed services, air transport auxiliary, healthcare and vital industry roles at Wellworthy Factory (Lymington) and as Wrens at Buckler's Hard.
Disciplinary Skills			<ul style="list-style-type: none"> • Chronology - recall the start and end of both World War I and World War II; accurately place World War II onto a timeline of other significant events in history and recognise that this period is considered to be in living memory. • Characteristic features - describe some of the significant changes in our locality as a direct result of WWII (e.g., how did it adapt for the war effort, how did job roles change, why were children evacuated?) • Continuity and Change - identify the lasting impact of WWII. How did our local area fare (Hordle and Southampton) and how did this compare to other places (Coventry)? Knows how Hordle commemorates WWII and our contributions today. • Cause and Consequence - identify some of the complex events that led to WWII, including the Treaty of Versailles and actions that followed by different nations; understand changes in the local area as Hordle and Southampton contributed to the war effort during WWII. • Historical Significance - explore the significance of the Treaty of Versailles and the repercussions of decisions made by the Big 3 nations; discuss the role of Adolf Hitler and the Nazi party and their influence on the rest of Europe. • Historical Interpretation - understands that different interpretations of the events of WWII will occur according to individual family experiences, nationalities, beliefs and values; develop some understanding that our interpretation (as descendants of an Allied power) may differ from the lived experiences and perspectives of others. • Historical Enquiry - use evidence and construct reasoned arguments about events which impacted people locally and nationally during World War II; analyse sources (e.g., newspaper articles, propaganda, photographs) and describe how these help to create a narrative of World War II.
Vocabulary			<p>Tier 1: school, war, soldier, plane, soldier, home</p> <p>Tier 2: evacuee, rationing, gas mask, air raid, Blitz,</p>

			spitfire, victory, enemy, allies, axis powers, propaganda, shelter, blackout, codebreaking, Winston Churchill, Treaty of Versailles, Neville Chamberlain, negotiate, compromise, reparation Tier 3: satirical drawing, Luftwaffe, Enigma machine, D-Day, VE Day, Anderson shelter, Home Front, Battle of Britain, Georges Clemenceau, Woodrow Wilson, David Lloyd George
Assessment			Key Enquiry Question: What was life like for local people during World War II? <ul style="list-style-type: none"> Children will display their knowledge, work and presentations in a World War II exhibition to their families and Lower Juniors.

<div>  <h1>HISTORY</h1> <h2>UPPER JUNIORS - YEAR B</h2> </div>			
	AUTUMN 1	AUTUMN 2	SPRING 1
Description			Children will learn about the history of the Benin Kingdom and discuss the factors that led to its successes and downfall.
NC Objectives			<ul style="list-style-type: none"> Study a non-European society that provides contrasts with British history
Substantive Knowledge			<ul style="list-style-type: none"> To describe how and when the Benin Kingdom began, understanding its long history began around 900 CE. To understand the hierarchical structure and leadership in the Benin Kingdom. To explain how trade links were established with other countries and the goods traded, particularly their famous bronzes. To understand the key conflicts that arose, leading to civil war and power struggles for the throne around 1700 CE. To describe the importance of religion and spirituality to the Edo people. To understand the role the Transatlantic Slave Trade and the British Empire had in the downfall of the Benin Kingdom and that historic injustices have and continue to be addressed in modern history through Nigerian independence and the repatriation of Benin artefacts.

Disciplinary Skills			<ul style="list-style-type: none"> • Chronology - recall the years the Benin kingdom began and ended, including placing dates on a timeline; understand how the Benin Kingdom fits into a wider picture of British and World history, including its overlap with civilisations elsewhere (Anglo-Saxons and Vikings; Victorians); suggest why the Benin Kingdom lasted a long time. • Characteristic features - know that trade is a key characteristic shared by many civilisations across the world (Roman empire, Egyptians) and locality and natural resources are key; describe several features of the Benin Kingdom that supported its success as an empire, justifying which I believe is the most important reason; draw comparisons between Benin and previously-studied empires (e.g., British Empire, Roman Empire). • Continuity and Change - explain how and why the Benin civilisation changed over time, linking to key substantive concepts (empire and trade, civilisation and society, conflict and disaster); discuss the significance of the slave trade in global history and how changes have been made as a result. • Cause and Consequence - identify the cause and consequence of the Portuguese and British traders, including the British Empire, on the Benin Kingdom; explain immediate and longer term consequences of trade on the Benin Kingdom; explain the immediate and longer term effects of the hierarchical structure of power on the civilisation's success. • Historical Significance - understands and justifies, with examples, the impact of the British Empire on the Benin Kingdom and how this shaped the future of Nigeria, including into present day; explain how trade enabled Benin to become so powerful and justify which trade item was most significant for them; understand how King Oba shaped the Benin Kingdom; understand the significance of key events in the fall of one empire and the continuing rise of another. • Historical Interpretation - use primary sources - artefacts from the time (e.g., bronzes, Manilla bracelets, guns) - to interpret what life was like in the Benin Kingdom; use secondary sources - interpretations of life at the time - to interpret what life was like in the Benin Kingdom; understand that the relative recency of the Benin Kingdom means there are more primary sources available to historians which increases the reliability of interpretations. • Historical Enquiry - explain, with examples, why a source may be unreliable (e.g., British accounts of events at the time vs. accounts that have arisen since outlining the brutality of the British and looting of Benin Bronzes); make judgements about the significance of the events that led to the rise and fall of the Benin Kingdom using evidence.
Vocabulary			Tier 1: trade, brass, chiefs, Europeans, officials, moat

			<p>Tier 2: enslaved people, merchants, Cowrie shells, Manilla bracelets, guild, British Empire, Portuguese, plaques, Golden Age, civil war, plantations, looted, territories</p> <p>Tier 3: Transatlantic Slave Trade, Ewuare the Great, Oba, Edo people, Cowrie shells, Manilla bracelets, Benin Bronzes</p>
Assessment			<p>Key Enquiry Question: The Benin Kingdom was once a successful civilisation. What led to its rise and subsequent demise?</p> <ul style="list-style-type: none"> Children will explore the factors that led to the Benin Kingdom becoming a successful civilisation, discussing the role of trade and their heritage of artwork. Children will explore the factors that led to its downfall, considering decisions around trade and the role of the Transatlantic Slave Trade.

	SPRING 2	SUMMER 1	SUMMER 2
Description			Children in Year 5 will discover what life was like for local people during WWII by exploring how events unfolded and the impact it had.
NC Objectives			<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A local history study
Substantive Knowledge			<ul style="list-style-type: none"> To understand who the Allied and Axis Powers were in World War I and the significant devastation the war caused in Europe. To describe the Treaty of Versailles, including the wishes and actions of the Big Three nations. To explain that the outcomes of the Treaty of Versailles - including the exclusion of Germany from the League of Nations and heavy military and financial sanctions - led to unrest and the rise of Adolf Hitler's Nazi party. To understand how WWII started and how local people were conscripted, moved into wartime industries or evacuated to safer locations. To describe when, how and why the Blitz occurred and contrast what life was like for people in Southampton with Coventry, including techniques they used to protect themselves. To explore the different roles of local women during the war including the Land Army, uniformed services, air transport auxiliary, healthcare and vital industry roles at Wellworthy Factory (Lymington) and as Wrens at Buckler's Hard.

Disciplinary Skills			<ul style="list-style-type: none"> • Chronology - recall the start and end of both World War I and World War II; accurately place World War II onto a timeline of other significant events in history and recognise that this period is considered to be in living memory. • Characteristic features - describe some of the significant changes in our locality as a direct result of WWII (e.g., how did it adapt for the war effort, how did job roles change, why were children evacuated?) • Continuity and Change - identify the lasting impact of WWII. How did our local area fare (Hordle and Southampton) and how did this compare to other places (Coventry)? Knows how Hordle commemorates WWII and our contributions today. • Cause and Consequence - identify some of the complex events that led to WWII, including the Treaty of Versailles and actions that followed by different nations; understand changes in the local area as Hordle and Southampton contributed to the war effort during WWII. • Historical Significance - explore the significance of the Treaty of Versailles and the repercussions of decisions made by the Big 3 nations; discuss the role of Adolf Hitler and the Nazi party and their influence on the rest of Europe. • Historical Interpretation - understands that different interpretations of the events of WWII will occur according to individual family experiences, nationalities, beliefs and values; develop some understanding that our interpretation (as descendants of an Allied power) may differ from the lived experiences and perspectives of others. • Historical Enquiry - use evidence and construct reasoned arguments about events which impacted people locally and nationally during World War II; analyse sources (e.g., newspaper articles, propaganda, photographs) and describe how these help to create a narrative of World War II.
Vocabulary			<p>Tier 1: school, war, soldier, plane, soldier, home</p> <p>Tier 2: evacuee, rationing, gas mask, air raid, Blitz, Spitfire, victory, enemy, allies, axis powers, propaganda, shelter, blackout, codebreaking, Winston Churchill, Treaty of Versailles, Neville Chamberlain, negotiate, compromise, reparation</p> <p>Tier 3: satirical drawing, Luftwaffe, Enigma machine, D-Day, VE Day, Anderson shelter, Home Front, Battle of Britain, Georges Clemenceau, Woodrow Wilson, David Lloyd George</p>
Assessment			<p>Key Enquiry Question: What was life like for local people during World War II?</p> <ul style="list-style-type: none"> • Children will display their knowledge, work and presentations in a World War II exhibition to their families and Lower Juniors.

