






















History - Overview

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Rationale						
<p>The aim of our History curriculum at Baden-Powell is to support each and every child's understanding of their place in the diverse world in which they live; to learn about the links and direct impact that History has had and continues to have on their everyday lives; and to see the importance of our school values of Respect, Friendship, Compassion, Aspiration and Resilience within different, real-life historical contexts.</p> <p>The knowledge and skills that we have chosen to include in our History curriculum derive directly from the objectives set out in the National Curriculum (2014) and are in line with CLP guidance for History.</p> <p>To make our History curriculum as meaningful as possible, we have sequenced our History topics in chronological order (with one exception).</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Ancient Civilisations Ancient Egypt			British History The Celts	Ancient Civilisations Ancient Greece	
	Substantive concepts:  			Substantive concepts:  	Substantive concepts:  	
	Key people: Howard Carter Tutankhamun			Key people: Boudicca	Key people: Alexander the Great Socrates Plato	
Year 4	British History The Romans		British History The Anglo Saxons		British History The Vikings	
	Substantive concepts: 		Substantive concepts: 		Substantive concepts: 	
	Key people: Caesar Augustus Julius Caesar Boudicca		Key people: King Vortigern Hengist & Horsa Bede the monk King Alfred The Great		Key people: The Great Heathen Army King Alfred The Great King Athelstan	
Year 5		British History The Tudors		British History The Victorians		Local History Local Study
		Substantive concepts:  		Substantive concepts: 		Substantive concepts: 
		Key people: Henry VII 1485—1509 Henry VIII 1509—1547 Edward VI 1547—1553 Mary I 1553 –1558 Elizabeth I 1558—1603 Sir Francis Drake William Shakespeare		Key people: Charles Darwin Isambard Brunel Mary Seacole Florence Nightingale Queen Victoria		Key people: Harry Paye Queen Victoria Alfred the Great
Year 6	World History World War 2				Ancient Civilisations The Mayans	
	Substantive concepts:   				Substantive concepts:  	
	Key people: Neville Chamberlain Winston Churchill Adolf Hitler				Key people:	

3 substantive concepts	
Leadership	
Movement	
Religion	

History - Progression

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Autumn 1 & 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Civilisations Ancient Egypt		British History The Celts	Ancient Civilisations Ancient Greece	
Key Knowledge		Key Knowledge	Key Knowledge	
The Ancient Egyptians developed a farming irrigation system - still used around the world today The leader (Pharaoh) was 'divine' and made all of the decisions. The Egyptians developed a writing system called Hieroglyphics		The Celts followed a Pagan Religion. The Iron Age was named after the discovery and use of Iron, replacing bronze. The Celts lived in tribes who fought against each other	Ancient Greece was split into many different City States (similar to counties today). Ancient Greece was the birthplace of democracy. Ancient Greece can be seen as the birthplace of Education.	
Other Knowledge		Other Knowledge	Other Knowledge	
<ul style="list-style-type: none"> > Ancient Egypt lasted from 5000 BC — 525 BC > The Ancient Egyptian Civilisation was situated in North Africa > The Egyptian civilisation was and still is centred around The River Nile/ River of Life. (seasons based on flooding). Majority of people lived within 1 mile of the river. > The Egyptians worshipped many different gods. > The Egyptians believed in life after death. > The Egyptians built tombs to bury their dead - most famously the pyramids of Giza. > Archaeologists use artefacts to learn about Ancient Egypt > Egyptians used papyrus paper to write on > The Rosetta Stone enabled archaeologists to translate hieroglyphics 		<ul style="list-style-type: none"> > The Celts lived in villages and tribes. > They lived in roundhouses and most of them were farmers. > Britain was not united and the tribes fought against each other resulting in wars. > Druids were seen to be the most important members of society. > There are similarities between the way the Celts lived and how we live today. 	<ul style="list-style-type: none"> > The Ancient Greeks came from Greece, which lies on the Mediterranean Sea, and has approximately 200 inhabited islands. > Ancient Greece started nearly 4000 years ago and was most powerful between 2000 BC and 146 BC. > The Ancient Greeks worshipped many different gods (like the Ancient Egyptians).. > The first Olympic Games were held in 776 BC in the Greek City of Olympia. > Men and women were often treated differently across Ancient Greece (except in Sparta). > There are similarities and differences to daily life now and then. > Plato started the first university. Schools and universities today are mirrored on this and are an integral part of the development of modern society. > Each state had their own laws, government and money. 	
Key Skills		Key Skills	Key Skills	
Chronology Use short timeline to place significant events in order Evidence & Enquiry Use a range of sources to gather evidence (books, ICT, artefacts). Describe how different types of information tell us different things. Interpreting & Connecting Evaluate different features of Egyptian society		Chronology Sequence time periods studied so far (no AD or BC) Evidence & Enquiry Introduce the reliability of sources. Using reasoning and knowledge about chronology to support opinions. Answer questions by referring to relevant evidence Interpreting & Connecting Identify how things in the past have altered life today.	Chronology Sequence time periods studied so far (introducing AD and BC) Evidence & Enquiry Identify and explain what type of sources can be used when we study a historical period Interpreting & Connecting Compare their own life to lives of children in the past.	
Key Vocabulary		Key Vocabulary	Key Vocabulary	
Ancient - This means very old and no longer existing. Civilisation - This word describes the human, social and organisational structure of society Hieroglyphic - Picture characters used in Ancient Egyptian writing. Tomb - The place where a dead body is placed. Artefact - A human-made historical item from the past. Chronology - This means placing events in the order that they happened.		Celts - A group of tribes that originally came from Europe. Empire - A group of states or countries ruled by one leader Roman Empire - The Roman Empire represented people who lived from Scotland to Syria, led by a ruler based in Rome, Italy. Druid - A priest from the Celtic religion. Pagan - A follower of a religion not classed as a main world religion such as Christianity. Iron Age - The period about 2600 years ago when people began to make tools from iron. Source - a resource that gives evidence about things that happened in the past Reliable - something that can be trusted	Ancient - This means very old and no longer existing. B.C. - Before Christ - the period of time before Jesus was born A.D. - Anno Domini - In the year of our Lord. Time period since Jesus has been born. Democracy - A country or community where every person gets a chance to vote on important decisions, including those who govern the country. Government - The people who decide how things happen in a country. City State - A city and the countryside around it. Jury - A group of people that decide whether someone is guilty or innocent of a crime. Myth - A traditional story with supernatural events or characters.	
cross curricular links	Geography - Use of locational vocabulary and maps; climate and weather RE - comparison of religious views and practices Science - MRS GREN & 7 life processes	RE - comparison of religious views and practices Geography - maps of Britain	PSHE - Democracy RE - comparison of religious views and practices Geography - Use of locational vocabulary and maps Maths - Sequencing of time	

History - Progression

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 4	British History The Romans		British History The Anglo-Saxons		British History The Vikings		
	<u>Key Knowledge</u>		<u>Key Knowledge</u>		<u>Key Knowledge</u>		
	The Romans fought against the Celts in Britain and then ruled over the tribes that were left. The Roman Empire expanded across most of modern Europe and Northern Africa. The Romans brought many things to Britain that we still use today.		The Romans left Britain because their Empire was being attacked elsewhere The Kingdoms were called: Mercia, East Anglia, Sussex, Wessex, Northumbria, Kent, Essex. Anglo-Saxons were originally Pagans but later converted to Christianity.		The Anglo Saxons and the Vikings were in Britain at the same time. (865—1066). The Vikings left their homeland because of the climate, living conditions and money. The first national code of law was developed by The Anglo Saxons		
	<u>Other Knowledge</u>		<u>Other Knowledge</u>		<u>Other Knowledge</u>		
	> The Romans invaded Britain 3 times and were successful on the third time (43AD). > The Roman Era in Britain lasted from 43AD to 410AD. > The effective organisation and structure of the Roman army enabled the Roman Empire to expand. > The Romans built Hadrian's Wall to keep out the Picts. > The Romans brought roads, calendar, laws, concrete, aqueducts and central heating to Britain.		> The Anglo-Saxons arrived in Britain after the Romans left around A.D. 400. > The Anglo-Saxons were a mixture of tribes, who came from Saxony, Angles and Jutland. > The Anglo-Saxons wanted to settle because of the better climate and better farming land. > The Anglo-Saxons divided Britain (now called England) into 7 kingdoms over a period of 400 years > Each kingdom was ruled by a King; one of the most important kings was King Alfred the Great of Wessex (871 AD). > There are many towns and villages which still have Anglo-Saxon names. > There are similarities and differences between life as an Anglo-Saxon and life nowadays. >The Anglo-Saxons were invited to come by the Britons because they were open to attack from the Picts and the Scots; they no longer had the Romans to protect them.		> The Vikings had more advanced technology than the Anglo Saxons (Longships and weapons). > The Vikings came from Sweden, Denmark and Norway (Scandinavia) > The Vikings followed the 'Old Norse Religion' and had no respect for Christianity. > The Vikings first raided and then settled in Britain. > The Vikings first attacked Lindisfarne (AD793) > The Vikings gathered a 'Great Heathen Army' and invaded Britain (AD865). > The Vikings worked their way through Britain invading each Kingdom. > The Vikings were defeated in the Battle of Eddington (AD878) > A lot of the key events happened local to us and we live in the old Kingdom of Wessex. > King Alfred was king of Wessex and is known as 'the great' because of the important things he did during his life (defeated Vikings, translated Bible, was incredibly holy.) > In 878, Britain was split in two (Wessex and Mercia and then Danelaw). The Vikings lived in Danelaw and the Anglo Saxons remained in their Kingdoms. > There are similarities and differences between life as an Viking and life nowadays..		
	<u>Key Skills</u>		<u>Key Skills</u>		<u>Key Skills</u>		
	Chronology Place events previously studied on a BC-AD timeline. Evidence & Enquiry Suggest useful sources of information to answer questions. Interpreting & Connecting Evaluate the impact of a civilisation on Britain		Chronology Order images using chronological reasoning Evidence & Enquiry Compare accounts of events from two different sources and reason why they might be different. <i>Discuss why there are not many sources from this era 'Dark Ages'</i> Interpreting & Connecting Identify similarities and differences between two or more periods of history.		Chronology Create a timeline (with dates) which includes all the previous learning. Evidence & Enquiry Begin to understand the difference between primary and secondary sources. Interpreting & Connecting Summarise why an individual in the past acted the way they did		
<u>Key Vocabulary</u>		<u>Key Vocabulary</u>		<u>Key Vocabulary</u>			
B.C. - Before Christ - the period of time before Jesus was born A.D. - Anno Domini - In the year of our Lord. Time period since Jesus has been born. Empire - A group of states or countries ruled by one leader Democracy - A country or community where every person gets a chance to vote on important decisions, including those who govern the country. Republic - A form of government where the people elect, or choose, their leaders. Infrastructure - Basic physical systems of a country's population, such as roads, water, sewage, utilities (electricity, gas). These systems are essential to allow everybody to be productive. Architecture - The design of buildings. Rebellion - A group of people who fight against a particular rule/decision made by the government Government - The people who decide how things happen in a country.		B.C. - Before Christ - the period of time before Jesus was born. A.D. - Anno Domini - In the year of our Lord. Time period since Jesus has been born Empire - A group of states or countries ruled by one leader. Raid - A rapid surprise attack on an enemy Invade - To enter a country or region forcefully to occupy it. The Barbarians - A group of people who do not belong to your civilisation. The Britons - The name for the people that lived in Britain. The Picts - The name for the people that lived in (what is now) Scotland The Scots - The name for the people that lived in (what is now) Ireland.		Raid - A sudden, surprise attack Invade - To enter a country or region forcefully to occupy it. Negotiate - To bargain or come to an agreement with another person Defy - To refuse to obey Lindisfarne - The first place the Vikings landed when they came to Britain. Pagan - A follower of a religion not classed as a main world religion such as Christianity. Heathen - Someone who does not believe in the God of Christians. Great Heathen Army - A great army made up of Vikings that invaded Britain Primary Source - a original resource which was created by people or things at the time of the event Secondary Source - a resource that was created after the the initial event			
cross curricular links	Geography - Use of locational vocabulary and maps Maths - Sequencing of time; Roman Numerals		Geography - Use of locational vocabulary and maps; climate and weather RE - comparison of religious views and practices Science - MRS GREN & 7 life processes Maths - Sequencing of time		Geography - Use of locational vocabulary and maps; climate and weather RE - comparison of religious views and practices Maths - Sequencing of time		
Supporting Texts							
SMSC & Personal Development	SO1; M1, M2, M3; SP1, SP2, SP3; C1, C2, C6						

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	Autumn	Spring 1	Summer 1	Summer 2
Year 5	Autumn 2 British History The Tudors		Spring 2 British History The Victorians	Summer 2 Local History Local Study
	Key Knowledge		Key Knowledge	Key Knowledge
	Henry VIII reformed Christianity in England; breaking from the Roman Catholic Church. Tudor explorers travelled around the world and discovered new lands and created new trade routes. Life improved as the country became wealthier		During this period Parliament, not the Queen, made the decisions for the country. (This has changed from the Tudors). A key turning point in history was the industrial revolution The British Empire continued to expand during this period.	Our local area has been used as a base of society throughout all historical periods which we have studied. Poole Harbour has been used as a base of invasion multiple times. Poole changed from a trade town to a town of tourism in the late Victorian period
	Other Knowledge		Other Knowledge	Other Knowledge
	> During this period, England is now a unified country (different to the Viking and Saxon period). > The Tudor reign lasted from 1485-1603 > During this period, the King or Queen made the decisions for the country. > The Tudor period consisted of these monarchs: Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. > The Tudors gained power after winning the Battle of Bosworth, which ended the War of the Roses between the Lancastrians and the Yorkists. > Henry VII was the first Tudor King. > Henry VIII married 6 times. > William Shakespeare lived in the Tudor period. > During the Tudor period, England created a superior navy and this created wealth and security. > Spain was the largest rival of England during this period. > England became an internationally powerful country during the Tudor period. > The Tudor period ended after Elizabeth I because she had no heirs to the throne. > That there are similarities of daily life between then and now.		> The Victorian Era lasted from 1837 –1901. > Queen Victoria was queen during this time. > These was a technical revolution during this period. Many modern technologies were created during this period. > Electricity stemmed many of the developments in technology > The police were created during this era. > Transatlantic travel reduced from 8 weeks to 1 week. > The Victorians invented many daily commodities that we still use today > The industrial revolution had a large impact on Britain: changing from rural work to cities and factories; steam power; development of the infrastructure (cities, roads, transport, plumbing) > The school system greatly improved during the Victorian Era > The postal service was created. > There were many influential Victorians: Mary Seacole, Charles Darwin, Isambard Brunel, Florence Nightingale	> Our local area has changed as a result of humanity. > Towns have changed as a result of industry and societal changes. > The Celts, Romans, Anglo Saxons and Vikings all impacted our local area. > Maiden Castle was significant during Celt and Roman periods in Britain. > Poole was used as a trade port throughout history. > Poole harbour was one of busiest ports during the 18th Century.
	Key Skills		Key Skills	Key Skills
	Chronology Compare events in different parts of the world Identify the evolution of technology and the impact this had - infrastructure and naval. Compare and identify the evolution of boats from AS/Viking to Tudor (Mary Rose) and impact of this. (Spanish Armada) Evidence & Enquiry Independently identify primary and secondary sources of evidence Interpreting & Connecting Identify several causes for events Identify the results of events		Chronology Introduce 'era' which eras have been studied already? Place the eras/periods in order on AD and BC timeline. Evidence & Enquiry Start to question the reliability of sources, considering bias Choose appropriate sources to answer questions. Interpreting & Connecting Compare attitudes in different periods and people in the past.	Chronology Look at the change of the local area across relevant periods and the reasons behind the change Evidence & Enquiry Compare and cross reference primary and secondary sources to support research Interpreting & Connecting Understand the causes and impacts of changes in the local area
Key Vocabulary		Key Vocabulary	Key Vocabulary	
Period - A length or portion of time Reign - The period of rule of a monarch Navy - The branch of the armed services of a state/country which operates at sea Trade - Buying and selling of goods and services Catholic - A branch of Christianity which follows the Roman Catholic Church. The Pope is the head of the Roman Catholic Church. Protestant - Branches of Christianity which are separate from the Roman Catholic Church. The Monarch is the head of the Protestant Church. Heir - A person (often child of) who inherits and continues the work of the person beforehand. The Reformation - When Henry VIII created the Church of England Primary Source - a original resource which was created by people or things at the time of the event Secondary Source - a resource that was created after the initial event		Empire - A group of states or countries ruled by one leader. Reign - The period of rule of a monarch Era - A long and distinct period of history Revolution - A change in government or social factor to favour a new system Technology - Machinery and equipment developed from the use of scientific knowledge Steam Power - Power applied to an engine by the force of steam Trade - Buying and selling of goods and services Industry - Processing of raw materials and the making of goods in factories	Siege - a military blockade of a city, or fortress, with the intent of conquering. Trade - buying and selling of goods and services Import - something brought in from an exterior source, especially for sale or trade. Export - a product that is sold to people outside of the country in which the product was made. Tourism - the process of spending time away from home in pursuit of recreation, relaxation, and pleasure Invade - To enter a country or region forcefully to occupy it.	
cross curricular links	Geography - Use of locational vocabulary and maps RE - comparison of religious views and practices Art - Tudor portraits		Geography - Use of locational vocabulary and maps Maths - Sequencing of time PHSE - Equality (slavery and colonialism) DT - Advancement of technology	

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Year 6	World History World War 2		Ancient Civilisation History The Mayan Civilisation	
	<u>Key Knowledge</u>		<u>Key Knowledge</u>	
	World War 2 (WW2) started in 1939 and lasted till 1945. Some key events consisted of: The Blitz, evacuation, Battle of Britain, Dunkirk and D Day, D Day was a major turning point in the war: it was the largest amphibious invasion in human history.	Propaganda was used to influence thinking. The role of women was significantly different during the war Britain had to rebuild itself after the war and many changes came because of that - NHS, new towns, fast reconstruction.		The Mayan civilisation was one of the longest lasting civilisations; lasting from around 2000BC to 900AD Mayan religion was extremely bloodthirsty, demanding human sacrifices. They believed in the afterlife. The Mayans were responsible for innovative systems in farming, writing and mathematics.
	<u>Other Knowledge</u>	<u>Other Knowledge</u>	<u>Other Knowledge</u>	
	There were two world wars Germany was led by Adolf Hitler who was in charge of the Nazi Party. Hitler was voted into power in 1933 and wanted to restore German power after the First World War and the Treaty of Versailles. The main causes of WW2 were: German expansion of land; Germany breaching the Treaty after WW1 (creating a large army and mobilising troops); and the German invasion of Poland. Neville Chamberlain was the Prime Minister when Britain first joined the war. Winston Churchill succeeded Neville Chamberlain and led the country to victory. The war was fought by two sides, The Axis and The Allies. The war was fought all over the world (Europe, Africa and Asia). The United States of America joined the war in 1941, after the attack on Pearl Harbour; this changed the fate of the war. The Second World War finished when the Allies liberated Europe.	Life in Britain was very different during the war. WW2 changed the world which we live in. Hitler wanted Germany to be 'perfect' so he persecuted those who didn't fit his ideology (minorities).		> The Maya civilisation extended from what is now South East Mexico through to Central America. > The Maya developed farming instead of foraging . > The Maya developed an early form of writing called 'Glyphs', similar to the Ancient Egyptian Hieroglyphs > The Mayans traded goods such as crops for rare rocks and metals. > The Mayans used stone tools instead of metal due to the lack of metal . > The Mayans did not use wheels or pulleys for their building projects. Everything was transported by humans. > The Maya were sophisticated mathematicians who made use of the number 0. They used base 20 for their calculations.
	<u>Key Skills</u>		<u>Key Skills</u>	
	Chronology What has changed since the Victorian Era and 1930/40s (warfare technology, WW1, relationships between countries) Chronologically sequence causes of WW2. Evidence & Enquiry Evaluate the usefulness and accuracy of different sources of evidence about an event. Interpreting & Connecting Understand the importance of learning from historical mistakes in shaping the future		Chronology Place Ancient Maya on a timeline. Compare Maya to all previous learning (houses and buildings) Sequence modern events on a timeline (diseases, leaders, technology, events) Evidence & Enquiry Evaluate the usefulness and accuracy of different sources of evidence about an event.. Interpreting & Connecting Compare a range of features of past societies. Reasoning the differences and understanding the importance.	
	<u>Key Vocabulary</u>		<u>Key Vocabulary</u>	
	Invade - To enter a country or region forcefully to occupy it. Treaty - An agreement between countries Allies - Countries working together Axis - The group of countries who opposed the Allies Propaganda - Information used to promote an idea or point of view. Persecution - The mistreatment of a group or individual usually because of their religion, gender or ethnicity. Liberation - To free or release Rationing - limiting the amount of food and items that each person can buy Primary Source - a original resource which was created by people or things at the time of the event Secondary Source - a resource that was created after the initial event Oppress : to treat in a way that is cruel or not fair.		Civilisation - A group of people with their own way of life—normally advanced Maya - All aspects of the civilisation Mayan - The language Glyphs - The writing system, consisting of symbols, used to communicate Deity - A god who is worshipped Sacrifices - Act of offering a deity something very precious	
cross curricular links	Geography - Use of locational vocabulary and maps PHSE - Valuing Differences: challenging stereotypes RE - Judaism English - Speech writing		Maths - Sequencing of time; number systems Geography - Use of locational vocabulary and maps (South America) Science - MRS GREN & 7 life processes RE - comparison of religious views and practices	