



St Mary's CofE Primary Academy Folkestone History Curriculum

Intent: As a school, children will understand significant aspects of history to better understand and make sense of the world in which we live in today. They will make the world a better place for themselves and future generations.

Our curriculum represents the diverse world in which we live. Children will learn about Britain's role across the globe in different periods of history, considering the positive and negative impacts felt. Children will explore how our world has changed as a result of key historical events or significant people (ensuring a diverse range of people are studied). We will inspire curiosity and encourage children to think critically, particularly about those more controversial aspects of human behaviour in the past and in the present and the impact of these. They will consider evidence (both primary and secondary) and its reliability, questioning and interpreting different perspectives.

Big idea	Concept/ Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday life	<p>Skill</p> <p>Describe an aspect of everyday life within or beyond living memory.</p> <p>Covered x 6 Childhood x2 - His School Days x4 - His</p>	<p>Skill</p> <p>Describe the everyday lives of people in a period within or beyond living memory.</p> <p>Covered x 2 Coastline x 2 - Geog</p>	<p>Skill</p> <p>a) Describe the everyday lives of people from past historical periods.</p> <p>Covered x 8 Through the Ages x8 - His</p> <p>b) Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>Covered x 3 Emperors and Empires x3 – His</p> <p>c) Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Covered x 4 Emperors and Empires x4 - His</p>	<p>Skill</p> <p>a) Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>b) Explain how artefacts provide evidence of everyday life in the past.</p> <p>Covered x 5 Invasion x1 - His Ancient Civilisations x4 - His</p>	<p>Skill</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Covered x 4 Dynamic Dynasties x1 - His Groundbreaking Greeks x3 - His</p>	<p>Skill</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Covered x 8 Maafa x3 - His Britain at War x5 - His</p>
		<p>Core Knowledge</p> <p>In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets.</p> <p>In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television.</p> <p>In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.</p> <p>In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had</p>	<p>Core Knowledge</p> <p>Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change.</p>	<p>Core Knowledge</p> <p>a) Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.</p> <p>a) Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy.</p> <p>a) Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>a) During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.</p> <p>a) The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</p> <p>a) Iron Age hillforts were protected</p>	<p>Core Knowledge</p> <p>a) After the Romans left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records.</p> <p>b) In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports.</p> <p>b) Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.</p> <p>b) Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.</p>	<p>Core Knowledge</p> <p>The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces.</p> <p>Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote.</p> <p>Democracy is still evident in many countries around the world.</p> <p>During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth.</p> <p>During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband.</p>	<p>Core Knowledge</p> <p>The triangular slave trade caused people to suffer because they were permanently separated from their families, punished and made to work hard labour.</p> <p>Many enslaved people died in the coastal forts and on the slave ships.</p> <p>Enslaved people had poor living conditions and food supplies when working long hours on the plantations.</p> <p>Enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other.</p> <p>After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property.</p> <p>Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed</p>



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	little food and clothing.		<p>settlements containing roundhouses built on hilltops.</p> <p>a) The Iron Age in Britain ended after the Roman invasion in AD 43.</p> <p>b) Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy.</p> <p>c) The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication.</p> <p>c) Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses.</p> <p>c) The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion.</p>		<p>During the Shang Dynasty, people worshipped their ancestors at home altars.</p>	<p>the worldwide African diaspora.</p> <p>During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life.</p> <p>Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign.</p> <p>Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism.</p> <p>Anne Frank wrote a diary, which her father published after her death.</p>
Hierarchy and power		<p>Skill</p> <p>Describe the hierarchy of a past society.</p> <p>Covered x 2 Magnificent Monarchs x2 - His</p>	<p>Skill</p> <p>a) Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>Covered x 1 Through the Ages x1 – His</p> <p>b) Describe the hierarchy and different roles in past civilisations.</p> <p>Covered x 3 Emperors and Empires x3 – His</p> <p>c) Describe the significance and impact of power struggles on Britain.</p> <p>Covered x 4 Emperors and Empires x4 - His</p>	<p>Skill</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p> <p>Covered x 3 Ancient Civilisations x3 - His</p>	<p>Skill</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>Covered x 3 Dynamic Dynasties x2 - His Groundbreaking Greeks x1 - His</p>	<p>Skill</p> <p>a) Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>Covered x 2 Maafa x1 - His Britain at War x1 - His</p> <p>b) Describe and explain the significance of a leader or monarch.</p> <p>Covered x 1 Maafa x1 - His</p>
		<p>Core Knowledge</p> <p>Hierarchy is a way of organising people in society according to how important they are.</p> <p>The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants.</p>	<p>Core Knowledge</p> <p>a) In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people because people with access to metal ores became rich.</p> <p>a) An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements.</p> <p>b) The Roman Kingdom was a monarchy ruled by a king who had absolute power.</p> <p>b) The Roman Republic was ruled by a senate of 600 men, who were elected every year.</p>	<p>Core Knowledge</p> <p>Vikings raided other countries to increase their fierce reputation, wealth and ability to grow crops.</p> <p>The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower-class craftspeople, farmers and slaves.</p> <p>The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.</p>	<p>Core Knowledge</p> <p>Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves.</p> <p>In ancient Athenian hierarchy women took on the hierarchical status of the men in their families.</p> <p>Misuse of power and poor leadership has caused civilisations to decline.</p> <p>The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices.</p>	<p>Core Knowledge</p> <p>a) Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery.</p> <p>a) Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times on conflict.</p> <p>a) Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.</p> <p>b) Common traits and motives of leaders</p>



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			<p>b) The Roman Empire was ruled by an emperor who had absolute power and ruled for life.</p> <p>b) The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups.</p> <p>b) The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers.</p> <p>c) Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.</p> <p>c) The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain.</p> <p>c) Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.</p>	<p>Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found.</p>		<p>and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status.</p> <p>b) These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century.</p>
Civilisations			<p>Skill</p> <p>a) Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Covered x 2 Through the Ages x2 - His</p> <p>b) Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>Covered x 2 Emperors and Empires x2 - His</p> <p>c) Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Covered x 5 Through the Ages x3 - His Emperors and Empires x2 - His</p>	<p>Skill</p> <p>a) Describe the significance and impact of power struggles on Britain.</p> <p>Covered x 1 Invasion x1 - His</p> <p>b) Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Covered x 3 Ancient Civilisations x3 - His</p>	<p>Skill</p> <p>a) Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Covered x 3 Dynamic Dynasties x3 - His</p> <p>b) Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Covered x 8 Groundbreaking Greeks x8 - His</p> <p>c) Study a feature of a past civilisation or society.</p> <p>Covered x 3 Dynamic Dynasties x2 - His Groundbreaking Greeks x1 - His</p>	<p>Skill</p> <p>a) Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Covered x 2 Maafa x2 - His</p> <p>b) Describe some of the significant achievements of mankind and explain why they are important.</p> <p>Covered x 3 Britain at War x2 - His Frozen Kingdoms x1 - Geog</p>
			<p>Core Knowledge</p> <p>a) The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed.</p> <p>b) The city of Rome was founded in Italy between 750-500 BC.</p>	<p>Core Knowledge</p> <p>a) The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves.</p> <p>a) The Vikings were seafaring warriors</p>	<p>Core Knowledge</p> <p>a) People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.</p> <p>a) The bronze casting technique in the</p>	<p>Core Knowledge</p> <p>a) A variety of kingdoms developed in Africa over the last 6000 years.</p> <p>a) Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth</p>



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			<p>b) The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea.</p> <p>b) People from all different parts of the Roman Empire lived in Britannia, including wealthy people of African descent.</p> <p>c) Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time.</p> <p>c) Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased.</p> <p>c) Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.</p> <p>c) Roman inventions include roads, bridges, aqueducts, hypocaust and sewers.</p> <p>c) The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly.</p>	<p>from Scandinavia, who launched their first major attack on English soil at Lindisfarne monastery in the eighth century AD.</p> <p>b) Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.</p> <p>b) Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains.</p> <p>b) Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods.</p>	<p>Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.</p> <p>a) During the Han Dynasty, a civil service was formed, which was a hierarchy of government officials who worked together to rule the country fairly.</p> <p>b) Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today.</p> <p>b) Theorems put forward by ancient Greek mathematicians, especially about geometry, are still studied and used today.</p> <p>b) The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today.</p> <p>b) Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today.</p> <p>b) The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p>b) Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens.</p> <p>c) Silk and jade objects have been produced in China for thousands of years.</p> <p>c) Silk was a luxurious status symbol in ancient China and jade was believed to have special powers.</p> <p>c) The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations.</p>	<p>and power from Africa's abundant natural resources, trade and military prowess.</p> <p>b) Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration.</p> <p>b) New weaponry technology developed at a rapid rate during the First World War.</p> <p>b) The Second World War was the most technologically advanced conflict in history.</p>	



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						<p>c) Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language.</p> <p>c) Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century.</p>	
Creativity	Report and conclude	<p>Skill</p> <p>Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>Covered x 4 Childhood x1 - His School Days x3 - His</p>	<p>Skill</p> <p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>Covered x 9 Movers and Shakers x5 - His Magnificent Monarchs x4 – His</p>	<p>Skill</p> <p>Make choices about the best ways to present historical accounts and information.</p> <p>Covered x 1 Emperors and Empires x1 - His</p>	<p>Skill</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Covered x 11 Invasion x7 - His Ancient Civilisations x4 - His</p>	<p>Skill</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Covered x 3 Dynamic Dynasties x1 - His Groundbreaking Greeks x2 - His</p>	<p>Skill</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Covered x 6 Maafa x3 - His Britain at War x2 - His Frozen Kingdoms x1 - Geog</p>
		<p>Core Knowledge</p> <p>Stories, pictures and role play help people learn about key past events and empathise with historical figures.</p>	<p>Core Knowledge</p> <p>Historical information can be presented as a result of a sorting activity.</p> <p>Diamond ranking is a way of organising information from the most to the least important.</p>	<p>Core Knowledge</p> <p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p>	<p>Core Knowledge</p> <p>Historical information can be presented as written texts, tables, diagrams, captions and lists.</p>	<p>Core Knowledge</p> <p>Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.</p>	<p>Core Knowledge</p> <p>Historical sources can contain bias due to their historical context or the creator's background.</p> <p>A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.</p>
Communication	Communication	<p>Skill</p> <p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Covered x 5 Childhood x3 - His School Days x2 - His</p>	<p>Skill</p> <p>Use the historical terms year, decade and century.</p> <p>Covered x 1 Magnificent Monarchs x1 - His</p>	<p>Skill</p> <p>a) Use historical terms to describe different periods of time.</p> <p>Covered x 1 Emperors and Empires x1 - His</p> <p>b) Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Covered x 1 Through the Ages x1 - His</p>	<p>Skill</p> <p>Use more complex historical terms to explain and present historical information.</p> <p>Covered x 1 Ancient Civilisations x1 - His</p>	<p>Skill</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Covered x 3 Dynamic Dynasties x2 - His Groundbreaking Greeks x1 - His Sow, Grow and Farm x1 - Geog</p>	<p>Skill</p> <p>Use abstract terms to express historical ideas and information.</p> <p>Covered x 2 Maafa x1 - His Britain at War x1 - His</p>
		<p>Core Knowledge</p> <p>Words and phrases used to describe the passing of time include now, yesterday, last week and last year.</p>	<p>Core Knowledge</p> <p>Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign.</p>	<p>Core Knowledge</p> <p>a) Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era).</p> <p>b) Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change.</p>	<p>Core Knowledge</p> <p>Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.</p>	<p>Broad knowledge</p> <p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p>	<p>Core Knowledge</p> <p>Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance.</p>



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Materials	Artefacts and sources	<p>Skill</p> <p>a) Use a range of historical artefacts to find out about the past.</p> <p>Covered x 5 Childhood x4 - His School Days x1 - His</p> <p>b) Express an opinion about a historical source.</p> <p>Covered x 2 Childhood x1 - His School Days x1 - His</p>	<p>Skill</p> <p>a) Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Covered x 3 Movers and Shakers x2 - His Magnificent Monarchs x1 - His</p> <p>b) Use historical sources to begin to identify viewpoint.</p> <p>Covered x 2 Movers and Shakers x1 - His Magnificent Monarchs x1 - His</p>	<p>Skill</p> <p>a) Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Covered x 12 Through the Ages x8 - His Emperors and Empires x3 - His Rocks, Relics and Rumbles x1 - Geog</p> <p>b) Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>Covered x 1 Emperors and Empires x1 - His</p>	<p>Skill</p> <p>a) Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Covered x 5 Ancient Civilisations x5 - His</p> <p>b) Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p>Covered x 2 Invasion x2 - His</p>	<p>Skill</p> <p>a) Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Covered x 7 Dynamic Dynasties x4 - His Groundbreaking Greeks x3 - His</p> <p>b) Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Covered x 1 Groundbreaking Greeks x1 - His</p>	<p>Skill</p> <p>a) Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Covered x 4 Maafa x1 - His Britain at War x3 - His</p> <p>b) Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Covered x 2 Maafa x2 - His</p>
		<p>Core Knowledge</p> <p>a) Historical artefacts are objects that were made and used in the past.</p> <p>a) First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.</p> <p>b) Historical sources include artefacts, written accounts, photographs and paintings.</p>	<p>Core Knowledge</p> <p>a) A memorial is something made to remind people of a significant person or event.</p> <p>a) Artefacts provide evidence about the past.</p> <p>a) Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch.</p> <p>a) The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England.</p> <p>b) A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.</p>	<p>Core Knowledge</p> <p>a) Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic.</p> <p>a) A hoard is a group of precious items that have been buried in the ground to be retrieved later.</p> <p>a) The Snettisham hoard consists of expensive items produced by skilled workers in the Iron Age.</p> <p>a) Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening.</p> <p>a) Historians use written sources, mythology, artefacts and human remains to build a picture of the Celtic beliefs.</p> <p>a) Radiocarbon dating, genetic analysis and facial reconstruction of a Stone Age skeleton called Cheddar Man has enabled historians to learn about his lifestyle and heritage.</p> <p>a) The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort.</p> <p>b) Primary sources include documents or artefacts created by a witness to a historical event at the time it happened.</p> <p>b) Secondary sources are created by someone who has not participated in the event they describe.</p>	<p>Core Knowledge</p> <p>a) Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p>a) Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners.</p> <p>a) The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.</p> <p>b) Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</p>	<p>Core Knowledge</p> <p>a) Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>a) The 20th century dig at Yinxiu uncovered the first evidence that the Shang Dynasty had existed.</p> <p>a) Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. Their inscriptions provide information about life in that civilisation.</p> <p>b) Bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p>b) A balanced argument is a response to a question or statement where you consider multiple viewpoints.</p> <p>b) Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions.</p> <p>b) Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations.</p>	<p>Core Knowledge</p> <p>a) The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources.</p> <p>b) Different types of bias include political, cultural or racial.</p>



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				b) A secondary source interprets and analyses primary sources.			
Place and space	Local history	Skill Describe important events in the school's history. Covered x 2 School Days x2 - His	Skill Describe, in simple terms, the importance of local events, people and places. Covered x 1 Movers and Shakers x1 - His	Skill Analyse a range of historical information to explain how a national or international event has impacted the locality. Covered x 1 Emperors and Empires x1 - His	Skill Describe and explain the impact of a past society on a local settlement or community. Covered x 1 Invasion x1 - His	Skill Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. Covered x 1 Groundbreaking Greeks x1 - His	Skill Present an in-depth study of a local town or city, suggesting how to source the required information. Covered x 2 Britain at War x2 - His
		Core Knowledge Important events in a school's history include celebrations and anniversaries.	Core Knowledge Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	Core Knowledge National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality.	Core Knowledge A past event or society can impact a local settlement in several ways including the number of inhabitants and language.	Core Knowledge Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts. Neoclassicism swept Britain between the 1760s and the 1850s and covered all aspects of the arts, including sculpture, painting and architecture. Neoclassical buildings and art can be found in most towns and cities in the UK.	Core Knowledge Sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques.
Comparison	Compare and contrast	Skill Identify similarities and differences between ways of life within or beyond living memory. Covered x 4 Childhood x3 - His School Days x1 - His	Skill Describe what it was like to live in a different period. Covered x 1 Coastline x1 - Geog	Skill Explain the similarities and differences between two periods of history. Covered x 1 Through the Ages x1 - His	Skill Compare and contrast two civilisations. Covered x 4 Invasion x1 - His Ancient Civilisations x3 - His	Skill Compare and contrast an aspect of history across two or more periods studied. Covered x 4 Dynamic Dynasties x2 - His Groundbreaking Greeks x2 - His	Skill Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Covered x 1 Britain at War x1 - His
		Core Knowledge Identifying similarities and differences helps us to make comparisons between life now and in the past.	Core Knowledge A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Core Knowledge Throughout history, common areas of human concern include the need for food, shelter, warmth, the accumulation of power and wealth and the development of technology.	Core Knowledge Different civilisations can have similar or contrasting characteristics. There are many aspects of life today that are linked to ancient civilisations.	Core Knowledge Contrasts can be made between the Greek civilisation's decline in the Dark Age and its development in the Archaic period. The Mycenaeans were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women and military power. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation.	Broad knowledge Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
Significance	Significant events	Skill Identify some key features of a significant historical event beyond living memory. Covered x 1 School Days x1 - His	Skill Explain why an event from the past is significant. Covered x 2 Magnificent Monarchs x2 - His	Skill Explain the cause and effect of a significant historical event. Covered x 8 Through the Ages x2 - His Emperors and Empires x5 - His Rocks, Relics and Rumbles x1 - Geog	Skill Explain in detail the multiple causes and effects of significant events. Covered x 4 Invasion x2 - His Ancient Civilisations x2 - His	Skill Explain why an aspect of world history is significant. Covered x 3 Dynamic Dynasties x1- His Groundbreaking Greeks x2 - His	Skill Present a detailed historical narrative about a significant global event. Covered x 6 Maafa x3 - His Britain at War x2 - His Frozen Kingdoms x1 - Geog



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		<p>Broad knowledge Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p>	<p>Core Knowledge The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror. Elizabeth I's Royal Navy stopped an invasion by the Spanish Armada in 1588.</p>	<p>Core Knowledge Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. Pompeii is an archaeological site of great importance. The Stone Age ended when the Bell Beaker folk arrived in Britain c2500 BC. Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich. In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain. The Romans left Britain in AD 410 because of invasions in other parts of the Empire. The western Roman Empire collapsed in AD 476. When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots.</p>	<p>Core Knowledge There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain. In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect. In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire. Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities. After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions. After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later. After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.</p>	<p>Core Knowledge After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away. The legacy of ancient China includes Confucianism, systems of government, traditional crafts, inventions and writing.</p>	<p>Core Knowledge In 1912, the 'unsinkable' RMS Titanic sank after hitting an iceberg in the Atlantic Ocean on its maiden voyage, killing approximately 1500 people. The triangular slave trade consisted of three journeys: ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit. The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages. Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this. The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards. The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether. In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled. The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities. On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation. The Battle of the Bulge began at the end of 1944 when German troops pushed open a gap in the Allied lines but the Allied Powers pushed back, leading to</p>
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						Germany's surrender in 1945.
Significant people	<p>Skill</p> <p>Understand the term significant and explain why a significant individual is important.</p> <p>Covered x 1 School Days x1 - His</p>	<p>Skill</p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Covered x 19 Movers and Shakers x8 - His Magnificent Monarchs x10 - His Coastline x 1 - Geog</p>	<p>Skill</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Covered x 2 Emperors and Empires x1 - His Rocks, Relics and Rumbles x 1 - Geog</p>	<p>Skill</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Covered x 3 Invasion x2 - His Ancient Civilisations x1 - His</p>	<p>Skill</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Covered x 6 Dynamic Dynasties x3 - His Groundbreaking Greeks x3 - His</p>	<p>Skill</p> <p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>Covered x 2 Maafa x1 - His Frozen Kingdoms x1 - Geog</p>
	<p>Core Knowledge</p> <p>Samuel Wilderspoon opened schools with playgrounds during the Victorian era.</p>	<p>Core Knowledge</p> <p>Captain James Cook was an 18th century English explorer who went on ocean voyages. He drew detailed maps of New Zealand and discovered Australia.</p> <p>Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society.</p> <p>Mary Anning was a 19th century British fossil collector whose fossils proved that different creatures lived on Earth in the past.</p> <p>Neil Armstrong was a 20th century American astronaut who was the first person to walk on the Moon.</p> <p>Paul Cezanne was a 19th century French artist who helped to create a style of art called Cubism.</p> <p>Vincent van Gogh was a 19th century Dutch artist who painted in a style that many painters imitate today.</p> <p>Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.</p> <p>Henry VIII was a 16th century English king who founded the Church of England and closed the Roman Catholic monasteries.</p> <p>Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States.</p> <p>Christopher Columbus was a 15th century</p>	<p>Core Knowledge</p> <p>Mary Anning was a 19th century palaeontologist whose discovery of the first complete Ichthyosaur fossil challenged the way scientists believed the natural world had developed.</p> <p>Famed Roman emperors include Augustus, Claudius, Trajan, Hadrian and Constantine.</p>	<p>Core Knowledge</p> <p>Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'. In the sixth century AD, the Pope sent a monk called Augustine to Britain, where he converted an Anglo-Saxon king to Christianity and became the first Archbishop of Canterbury.</p> <p>A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.</p> <p>King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.</p> <p>King Khufu ordered the building of the Great Pyramid of Giza.</p> <p>King Hatshepsut was a woman who made herself a king because kings had more power than queens.</p> <p>Amenhotep IV banned the worship of all gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth.</p>	<p>Core Knowledge</p> <p>Hippocrates was a doctor in ancient Greece who realised that disease and symptoms had a logical cause.</p> <p>Hippocrates taught others how to care for patients and his Hippocratic Oath is still followed by some doctors today.</p> <p>Cleisthenes was the 'father of Athenian democracy'.</p> <p>Pericles was a great Athenian statesman and general who supported Athens in becoming a major centre for education, art and culture.</p> <p>Socrates was a great Athenian philosopher who spent much of his time teaching and questioning others to make sure that their ideas were logical.</p> <p>Plato was an Athenian philosopher who founded Athens's first university.</p> <p>Alexander the Great was an intelligent and masterful ancient Greek leader who conquered many lands to create one of the largest empires in the ancient world.</p> <p>Fu Hao was a queen in the Shang Dynasty and one of the most important military leaders of her time. She demonstrated that women could be key members of society in a civilisation that did not value them.</p> <p>Confucius was a philosopher who lived during the Zhou Dynasty. His believed that treating others as you would like to be treated leads to a peaceful and happy life.</p>	<p>Core Knowledge</p> <p>Robert Falcon Scott's final attempt to reach the South Pole failed due to his refusal to use dogs to pull sledges and taking inadequate food supplies.</p>



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		<p>Italian explorer who was the first European to discover the Americas.</p> <p>Joseph Lister was a 19th century British doctor who discovered that antiseptics kill the germs that cause infections.</p> <p>Vasco da Gama was the first European to find an ocean trading route to India.</p> <p>Christopher Columbus was the first European to discover the Americas.</p> <p>Captain James Cook drew detailed maps of New Zealand and discovered Australia.</p> <p>Roald Amundsen led the first expedition to reach the South Pole.</p> <p>Neil Armstrong was the first man to walk on the Moon.</p> <p>Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas.</p> <p>Christopher Columbus wanted to find a faster way to the Indies but instead discovered the Americas in 1492.</p> <p>Christopher Columbus brought things to Europe that had not been seen before, such as tobacco.</p> <p>Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration.</p> <p>William Wilberforce was a British activist who successfully campaigned for the abolition of the slave trade in the 19th century.</p> <p>Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.</p> <p>Mahatma Gandhi was a 20th century activist who successfully campaigned for India's independence from Great Britain.</p> <p>Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States.</p> <p>Martin Luther King Jr was an activist who</p>			
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led the civil rights movement in the United States that campaigned for equal rights for black people.

Malala Yousafzai is a Pakistani activist who campaigns for the rights of children to attend school.

Rosa Parks' arrest in 1955 started the Montgomery bus boycott, which lasted a year before the segregation rules were changed.

Alfred the Great was an Anglo Saxon king who defeated Viking invaders and became the first king of a unified England.

Alfred valued reading and knowledge and translated books from Latin for others to read.

Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England.

Henry VIII had a lavish lifestyle and married six times. He supported the arts and sport and spent lots of money funding wars.

William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch.

William I built many castles and introduced the feudal system.

Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England.

Elizabeth I strengthened the role of parliament and established religious peace and good relationships with other European countries.

Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era.

Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor.

British citizens copied Queen Victoria and



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			<p>her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continue today.</p> <p>Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022.</p> <p>Elizabeth II's activities included supporting charities, hosting royal banquets and presenting awards.</p>				
Change	Changes over time	<p>Skill</p> <p>Describe changes within or beyond living memory.</p> <p>Core Knowledge</p> <p>The Victorian era is named after Queen Victoria.</p> <p>During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.</p> <p>By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.</p> <p>Covered x 2 Childhood x1 - His School Days x1 - His</p>	<p>Skill</p> <p>Describe how an aspect of life has changed over time</p> <p>Core Knowledge</p> <p>Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets.</p> <p>In the past, some monarchs had absolute power and could make their own rules and laws.</p> <p>Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.</p> <p>Queen Victoria was the head of the powerful British Empire, which grew to around 400 million people during her reign. Many people's lives were affected when their countries were colonised.</p> <p>Covered x 2 Movers and Shakers x1 - His Magnificent Monarchs x1 - His</p>	<p>Skill</p> <p>Summarise how an aspect of British or world history has changed over time.</p> <p>Broad knowledge</p> <p>Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p> <p>Covered x 1 Through the Ages x1 - His</p>	<p>Skill</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p> <p>Core Knowledge</p> <p>The Fertile Crescent in the Middle East is known as the birthplace of farming.</p> <p>Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade.</p> <p>Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems.</p> <p>Covered x 2 Ancient Civilisations x2 - His</p>	<p>Skill</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Core Knowledge</p> <p>It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion.</p> <p>During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth.</p> <p>The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games.</p> <p>Covered x 2 Groundbreaking Greeks x2 - His</p>	<p>Skill</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Core Knowledge</p> <p>Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery.</p> <p>When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front.</p> <p>Germany had to fight on two fronts because Russia put up more resistance than expected on the Eastern Front.</p> <p>Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers.</p> <p>The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.</p> <p>Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement.</p> <p>Consequences of the Second World War include countries developing nuclear weapons, the creation of the United Nations and British colonies gaining independence.</p> <p>Key causes of the First World War include alliances, imperialism, militarism and</p>



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						nationalism. Covered x 10 Maafa x2 - His Britain at War x8 - His
British history	Skill Describe a significant historical event in British history.	Skill Describe and explain the importance of a significant individual's achievements on British history.	Skill a) Explain the cause, consequence and impact of invasion and settlement in Britain. b) Describe how a significant event or person in British history changed or influenced how people live today.	Skill a) Explain the cause, consequence and impact of invasion and settlement in Britain. b) Describe a series of significant events, linked by a common theme, that show changes over time in Britain.		Skill a) Articulate the significance of a historical person, event, discovery or invention in British history. b) Describe the growth of the British economy and the ways in which its growth impacted on British life.
	Core Knowledge The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London. A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event. Covered x 2 Childhood x1 - His Bright Lights Big City x 1 - Geog	Core Knowledge Important achievements by British individuals include great discoveries and actions that have helped many people. Covered x 2 Movers and Shakers x2 - His	Core Knowledge a) In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain. Covered x 1 Emperors and Empires x1 - His b) The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes. b) Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time. b) Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops. b) During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century. Covered x 3 Through the Ages x2 - His Emperors and Empires x1 - His	Core Knowledge a) The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales. a) As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power. a) Over time, the seven Anglo-Saxon kingdoms merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex. a) In the ninth century, King Alfred the Great's Anglo-Saxon army defeated the Vikings in battle. A peace treaty divided England into two kingdoms: Wessex and Danelaw. Anglo-Saxon words and place names still exist today. a) The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today. a) Anglo-Saxon peasant farmers, ceorls and slave families grew their own food and made their own clothes. They also produced surplus crops and goods to trade for things they couldn't make. a) Anglo-Saxons had to keep law and order, pursuing and punishing criminals themselves. Covered x 4 Invasion x4 - His		Core Knowledge a) Britain played a key role in the Maafa, which is a term meaning the history and effects of the transatlantic slave trade. a) Elizabeth I gave John Hawkins permission to become the first British slave trader. a) British privateers seized lands in the West Indies from Spain, and built plantations that used enslaved workers. a) Britain transported over three million enslaved people across the Atlantic, more than any other country. a) The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies. a) The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion. a) The Battle of Britain was a major air campaign fought over southern Britain in 1940. a) Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain. Covered x 6 Maafa x5 - His Britain at War x1 - His



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				<p>b) The Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity.</p> <p>b) As Christianity spread across Anglo-Saxon Britain, many monasteries were built where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. The monasteries became very wealthy.</p> <p>Covered x 1 Invasion x1 - His</p>		<p>b) Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies.</p> <p>b) Many country houses, museums and libraries that are still used today were built with the profits from slavery.</p> <p>b) Many British people used goods produced by enslaved people, such as cotton, linen and tobacco.</p> <p>b) Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination.</p> <p>Covered x 2 Maafa x1 - His Britain at War x1 - His</p>
Chronology	Skill	Skill	Skill	Skill	Skill	Skill
	Order information on a timeline.	Sequence significant information in chronological order.	Sequence dates and information from several historical periods on a timeline	Sequence significant dates about events within a historical time period on historical timelines.	Sequence and make connections between periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
	<p>Core Knowledge</p> <p>Photographs can be ordered chronologically on a timeline.</p> <p>A family tree is a diagram that shows the relationship between generations of people in a family.</p> <p>A decade is 10 years.</p> <p>A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.</p> <p>Covered x 8 Childhood x5 - His School Days x3 - His</p>	<p>Core Knowledge</p> <p>A timeline is a display of events, people or objects in chronological order.</p> <p>A timeline can show different periods of time, from a few years to millions of years.</p> <p>A historical period is the duration of a monarch's reign.</p> <p>Covered x 10 Movers and Shakers x5 - His Magnificent Monarchs x5 - His</p>	<p>Core Knowledge</p> <p>The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.</p> <p>The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic.</p> <p>The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain.</p> <p>The Bronze Age ended when society in Britain and Europe collapsed.</p> <p>The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them.</p> <p>The Iron Age ended after the Roman invasion in AD 43.</p> <p>The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.</p> <p>The Bronze Age started c2500 BC. It ended</p>	<p>Core Knowledge</p> <p>During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.</p> <p>Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect.</p> <p>When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy.</p> <p>The Indus Valley civilisation ran from c2500 BC to c1700 BC.</p> <p>Covered x 4 Invasion x3 - His Ancient Civilisations x1 - His</p>	<p>Core Knowledge</p> <p>There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC.</p> <p>The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC.</p> <p>The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed around 1100 BC and lasted until around 800 BC, when the Archaic period began.</p> <p>When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals.</p> <p>Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect.</p> <p>China is the longest lasting civilisation starting with the Xia Dynasty in c2070.</p>	<p>Core Knowledge</p> <p>The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897.</p> <p>Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917).</p> <p>The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day.</p> <p>The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.</p> <p>The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist.</p> <p>People in Britain celebrated VE day on 8th May 1945.</p>



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			<p>when society in Britain and Europe collapsed.</p> <p>The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.</p> <p>The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia.</p> <p>Roman rule ended in Britain in AD 410.</p> <p>Covered x 6 Through the Ages x5 - His Emperors and Empires x1 - His</p>		<p>The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China.</p> <p>Covered x 6 Dynamic Dynasties x1 - His Groundbreaking Greeks x5 - His</p>	<p>The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.</p> <p>Covered x 5 Maafa x1 - His Britain at War x4 - His</p>
Vocabulary	<p>adult, artefact, baby, child, childhood, coronation, decade, elderly, family tree, past, present, toddler</p> <p>arithmetic, blackboard, cane, centenary, classroom, education, era, future, lesson, past, present, punishment, Victorian</p>	<p>activist, artist, Dawson's model, diamond ranking, discovery, explorer, fact, monarch, opinion, protest, rights, scientist, significant, speech, statue, suffragette, timeline, vote</p> <p>absolute power, AD, castle, chronology, heir, hierarchy, invasion, law, monarch, monarchy, palace, parliament, past, period, portrait, power, present, reign, royal, rule, ruler, sovereign, timeline, year</p>	<p>AD, archaeologist, ard, artefact, BC, BCE, Briton, bronze, Bronze Age, CE, Celt, century, copper, earthwork, flint, hammerstone, hand axe, henge, hillfort, hunter-gatherer, invention, iron, Iron Age, long barrow, loom, Mesolithic, metalworker, millennium, Neolithic, nomad, ore, Palaeolithic, plough, prehistoric, primary source, radiocarbon dating, roundhouse, secondary source, settlement, sickle, standing stone, Stone Age, stone circle, tin, wattle and daub</p> <p>absolute power, amphitheatre, aqueduct artefact, auxiliary, basilica, Britannia, cause, Celt, century, cohort, conquest, consequence consul, contubernium, dictator, domus, emperor, empire, forum, hierarchy, hypocaust, insulae, invasion, kingdom, legion, Pict, rebellion, republic, Romanise, senate, senator, slave</p>	<p>Angle, Anglo-Saxon, Celt, Christianity, Danelaw, East Anglia, Essex, hierarchy, invasion, Jute, Kent, kingdom, Mercia, monastery, monk, mythology, Norman, Northumbria, Pict, Saxon, Scandinavia, Scot, Sussex, Viking, Wessex</p> <p>Afterlife, ancient Egypt, ancient Sumer, archaeologist, archaeology, artefact, canopic jar, civilisation, cuneiform, Fertile Crescent, floodplain, hierarchy, hieroglyph, Indus Valley, irrigation, lugal, Mesopotamia, mummification, necropolis, nomad, papyrus, pharaoh, pyramids, sarcophagus, scribe, shaduf, vizier, ziggurat</p>	<p>afterlife, ancestor, bronze, chariot, China, civilisation, dagger-axe, deity, ding, divination, dynasty, emperor, hierarchy, jade, oracle bones, plastron, power, sacrifice, shaman, Shang Dynasty, silk, taotie</p> <p>acropolis, agora, Archaic period, architecture, aristoi, artefact, Assembly, Athens, citadel, citizen, city state, Classical period, Corinth, Dark Age, Delian League, democracy, evidence, golden age, Hellenistic period, hierarchy, legacy, metic, Minoan civilisation, Mount Olympus, Mycenaean civilisation, mythology, Neolithic, oligarchy, Olympic Games, Parthenon, Peloponnesian War, philosophy, polis, primary source, secondary source, Sparta, strategoi, Trojan War, tyranny</p>	<p>abolish, abolitionist, auction, chattel, civilisation, coffle, colonisation, dehumanise, diaspora, discrimination, emancipation, enslavement, enslaver exploitation, export, import, indigenous, maafa, Maroon, marronage, natural resource, oppression, plantation, Race Relations Act, racism, rebellion, resistance, revolt, slavery, Slavery Abolition Act, trader, transatlantic slave trade, triangular slave trade, uprising, Windrush generation</p> <p>air raid, alliance, Allied Powers, appeasement, armistice, artillery, Axis Powers, battle, blackout, Blitz, blitzkrieg, campaign, Central Powers, civilian, colony, combat, Commonwealth, conflict, conscription, D-Day, defence, dictator, Eastern Front, enlist, evacuation, fascism, First World War, genocide, Holocaust, home front, imperialism, invasion, League of Nations, liberate, Luftwaffe, militarism, munitions, nationalism, Nazi Party, neutral, no man's land, occupation, offensive, operation, patriotism, persecution, propaganda, radar, rationing, rebellion, reparation, resistance, Second World War, stalemate, surrender, tactic, Treaty of Versailles, trench, truce, U-boat, victory, war, Western Front</p>
Significant people	<p>Albert, German-born British prince (Y1 School Days)</p> <p>Elizabeth II, British queen of the United Kingdom (Y1 Childhood)</p> <p>Samuel Wilderspin, British educator (Y1 School Days)</p> <p>Thomas Barnardo, British social worker (Y1 School Days)</p> <p>Titus Salt, British industrialist (Y1 School Days)</p>	<p>Alfred the Great, Anglo-Saxon king of Wessex (Y2 Magnificent Monarchs,)</p> <p>Charles I, English king of England, Scotland and Ireland (Y2 Magnificent Monarchs)</p> <p>Charles III, British king of the United Kingdom (Y2 Magnificent Monarchs)</p> <p>Christopher Columbus, Italian explorer (Y2 Movers and Shakers,)</p> <p>Elizabeth I, English queen (Y2 Magnificent Monarchs,)</p>	<p>Amesbury Archer, European Bronze Age man (Y3 Through the Ages)</p> <p>Beaker folk, European Bronze Age people (Y3 Through the Ages)</p> <p>Augustus, Roman emperor (Y3 Emperors and Empires)</p> <p>Boudicca, ancient British queen of the Iceni tribe (Y3 Emperors and Empires)</p> <p>Caligula, Roman emperor (Y3 Emperors and Empires)</p> <p>Caractacus, Celtic chieftain (Y3</p>	<p>Aethelberht, Anglo-Saxon king of Wessex and Kent (Y4 Invasion)</p> <p>Aethelred the Unready, Anglo-Saxon king of England (Y4 Invasion)</p> <p>Alfred the Great, Anglo-Saxon king of Wessex (Y4 Invasion)</p> <p>Amenhotep IV/Akhenaten, ancient Egyptian pharaoh (Y4 Ancient Civilisations)</p> <p>Athelstan, Anglo-Saxon king of England (Y4 Invasion)</p>	<p>Alexander the Great, Macedonian king (Y5 Groundbreaking Greeks)</p> <p>Archimedes, ancient Greek mathematician and scientist (Y5 Groundbreaking Greeks)</p> <p>Aristotle, ancient Greek philosopher and scientist (Y5 Groundbreaking Greeks)</p> <p>Cleisthenes, ancient Greek statesperson (Y5 Groundbreaking Greeks)</p> <p>Confucius, Chinese philosopher (Y5 Dynamic Dynasties)</p>	<p>Adolf Hitler, German Führer (Y6 Britain at War)</p> <p>Benito Mussolini, Italian prime minister (Y6 Britain at War)</p> <p>Christopher Columbus, Italian explorer (Y6 Maafa)</p> <p>Franklin D Roosevelt, American president (Y6 Britain at War)</p> <p>Franz Ferdinand, Austrian archduke (Y6 Britain at War)</p>



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	<p>Victoria, British queen of the United Kingdom (Y1 School Days)</p>	<p>Elizabeth II, British queen of the United Kingdom (Y2 Magnificent Monarchs) Emmeline Pankhurst, British activist (Y2 Movers and Shakers) Florence E M Macaulay, British activist (Y2 Movers and Shakers) Greta Thunberg, Swedish activist (Y2 Movers and Shakers) Henry VIII, English king (Y2 Magnificent Monarchs, Y2 Movers and Shakers) James Cook, British explorer (Y2 Movers and Shakers) John, English king (Y2 Magnificent Monarchs) Joseph Lister, British surgeon and scientist (Y2 Movers and Shakers) Mahatma Gandhi, Indian activist (Y2 Movers and Shakers) Malala Yousafzai, Pakistani activist (Y2 Movers and Shakers) Martin Luther King Jr, American activist (Y2 Movers and Shakers) Mary II, English queen of England, Scotland and Ireland (Y2 Magnificent Monarchs) Mary Anning, British scientist (Y2 Movers and Shakers) Neil Armstrong, American astronaut and explorer (Y2 Movers and Shakers) Oliver Cromwell, English soldier and statesperson (Y2 Magnificent Monarchs) Paul Cézanne, French artist (Y2 Movers and Shakers) Rosa Parks, American activist (Y2 Movers and Shakers) Victoria, British queen of the United Kingdom (Y2 Magnificent Monarchs, Y2 Movers and Shakers) Vincent van Gogh, Dutch artist (Y2 Movers and Shakers) William of Orange, English king (Y2 Magnificent Monarchs) William the Conqueror, Norman king of England (Y2 Magnificent Monarchs)</p>	<p>Emperors and Empires) Claudius, Roman emperor (Y3 Emperors and Empires, Y3 Through the Ages) Commodus, Roman emperor (Y3 Emperors and Empires) Constantine, Roman emperor (Y3 Emperors and Empires) Hadrian, Roman emperor (Y3 Emperors and Empires) Julius Caesar, Roman general (Y3 Emperors and Empires, Y3 Through the Ages) Nero, Roman emperor (Y3 Emperors and Empires) Remus, legendary founder of Rome (Y3 Emperors and Empires) Romulus, legendary founder of Rome (Y3 Emperors and Empires) Tiberius, Roman emperor (Y3 Emperors and Empires) Trajan, Roman emperor (Y3 Emperors and Empires)</p>	<p>Eadred, Anglo-Saxon king of England (Y4 Invasion) Eadwig the All-Fair, Anglo-Saxon king of England (Y4 Invasion) Edgar the Peaceful, Anglo-Saxon king of England (Y4 Invasion) Edward the Confessor, Anglo-Saxon king of England (Y4 Invasion) Guthrum, Viking king of East Anglia (Y4 Invasion) Hatshepsut, ancient Egyptian pharaoh (Y4 Ancient Civilisations) Howard Carter, British archaeologist (Y4 Ancient Civilisations) Khufu, ancient Egyptian pharaoh (Y4 Ancient Civilisations) Lugalzagesi, ancient Sumerian king (Y4 Ancient Civilisations) Narmer, ancient Egyptian pharaoh (Y4 Ancient Civilisations) St Augustine, Numidian bishop and writer (Y4 Invasion) Sargon the Great, ancient Sumerian king (Y4 Ancient Civilisations) Tutankhamun, ancient Egyptian pharaoh (Y4 Ancient Civilisations) Ur-Zababa, ancient Sumerian king (Y4 Ancient Civilisations)</p>	<p>Di Xin, Chinese king (Y5 Dynamic Dynasties) Epicurus, ancient Greek philosopher (Y5 Groundbreaking Greeks) Euclid, ancient Greek mathematician (Y5 Groundbreaking Greeks) Fu Hao, Chinese general and queen (Y5 Dynamic Dynasties) Minos, legendary Cretan king (Y5 Groundbreaking Greeks) Pericles, ancient Greek statesperson and general (Y5 Groundbreaking Greeks) Phidias, ancient Greek sculptor, painter and architect (Y5 Groundbreaking Greeks) Plato, ancient Greek philosopher (Y5 Groundbreaking Greeks) Pythagoras, ancient Greek philosopher and mathematician (Y5 Groundbreaking Greeks) Socrates, ancient Greek philosopher (Y5 Groundbreaking Greeks) Thales, ancient Greek philosopher and mathematician (Y5 Groundbreaking Greeks) Wu Ding, Chinese king (Y5 Dynamic Dynasties)</p>	<p>Henry the Navigator, Portuguese prince (Y6 Maafa) Hirohito, Japanese emperor (Y6 Britain at War) Joseph Stalin, Russian prime minister (Y6 Britain at War) Neville Chamberlain, British prime minister (Y6 Britain at War) Nicholas II, Russian czar (Y6 Britain at War) Nicholas V, Italian pope (Y6 Maafa) Wilhelm II, German kaiser (Y6 Britain at War) Winston Churchill, British prime minister (Y6 Britain at War)</p>
<p>By the end of the Year, children will be able to:</p>	<p>Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of stories and other sources to</p>	<p>Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. Describe changes in Britain from the Stone Age to the Iron Age. Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>Place some historical periods in a chronological framework. Use historical terms related to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict</p>	<p>Use dates to order and place events on a timeline. Compare sources of information available for the study of different times in the past. Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources</p>



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	<p>differences between artefacts. Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past. Relate his/her own account of an event and understand that others may give a different version. Talk, draw or write about aspects of the past. Understand key features of events. Identify some similarities and differences between ways of life in different periods.</p>	<p>show that he/she knows and understands key features of events. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Describe changes within living memory and aspects of change in national life. Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. Describe significant historical events, people and places in his/her own locality. Use a wide vocabulary of everyday historical terms. Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing. (Organisation and communication) Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria.</p>	<p>Place some historical periods in a chronological framework Year 4 Place some historical periods in a chronological framework. Use historic terms related to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Understand that sources can contradict each other. Communicate his/her learning in an organised and structured way, using appropriate terminology. Describe the Roman Empire and its impact on Britain.</p>	<p>each other. Communicate his/her learning in an organised and structured way, using appropriate terminology. Describe Britain's settlement by Anglo-Saxons and Scots. Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Describe a local history study. Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. For example: Ancient Sumer</p>	<p>sources. Present findings and communicate knowledge and understanding in different ways. Provide an account of a historical event based on more than one source. Give some reasons for some important historical events. Describe a study of Ancient Greek life and achievements and their influence on the western world. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the Shang Dynasty.</p>	<p>for independent research. Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. Note connections, contrasts and trends over time and show developing appropriate use of historical terms. Use evidence to support arguments.</p>
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