

History Curriculum at Roundwood Primary School

Where we are going

You need to:

- Have an enquiring mind (**curiosity, happiness, resilient**)
- Be interested in human behaviours, cultures and society and understand their impact on modern day (**respect**)
- Be able to explore, question and explain different types of information (**respect, resilient**)
- Be able to draw conclusions and justify explanations (**responsibility, resilient, respect, honesty, courage**)

Who we are

Our children come from a wide rural area encompassing old, well-established villages and the historic, local town of Buckingham. The locality has several stately homes, an old gaol and a museum, which can be used to gain an insight into the society and people that lived here in the past. Claydon House has connections to Florence Nightingale as a significant local individual, and Bletchley Park in Milton Keynes to Tim Berners-Lee. Living in an ever-changing locality, enables the children to compare and observe changes in history on their doorstep.

At Roundwood Primary School, all history units offer a coherently planned sequence of lessons to ensure that progressively the skills and concepts required in the National Curriculum are covered. Each unit of the history curriculum aims to explore an over-arching enquiry question. A sequence of questions will then be deliberated so that at the end of the unit the question can be answered or debated.

The history curriculum aims to develop historical skills and concepts that are transferable to whichever period of history is being studied, equipping children for future learning. In order to ensure that the children know more and remember more, there are planned opportunities for themes to be revisited, within and across key stages, to help children recap and build upon prior learning.

Revisited themes are:

In KS1, Place in Time, Similarities and Differences in terms of what has stayed the same and what has changed, and Significance and Achievements.

In KS2 these are Place in Time/Chronology, Similarities and Differences to pupils now in terms of Ideas, beliefs and attitudes, Way of life and Crime and Punishment and Achievements and Legacy.

The content of units and the revisited themes enable the children to develop disciplinary concepts of Constructing the past, Sequencing the past, Change and development, Cause and effect, Significance and Interpretation, Historical enquiry and Using sources as evidence.

The coverage of more recent history in KS1 enables the children to acquire an understanding of time, events and people within their memory and their parents' and grandparents' memories. The curriculum gives the opportunity for children to grasp the difficult concept of the passing of time, events within living memory and those beyond living memory.

In lower Key stage 2, the children continue to develop their understanding of chronology building on what was taught in Key Stage 1. Studied units will extend timelines back to the ancient history of the Stone Age and then periods of history towards more modern times.

In Upper Key Stage 2, children repeat and embed this concept of chronology with a wider selection of ancient history, such as The ancient Greeks and The Mayan Civilisation, to more modern history with a focus on the First World War and Crime and Punishment. In Upper KS2 the units of work allow the children to truly develop and embed a sense of time, and how civilisations were inter-connected. Children start to understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and the Stone Age.

RPS History Journey

Early Years

In Foundation Stage, the pupils begin to develop an understanding of history in relation to themselves and their families.

They will begin to use historical based language and the language associated with the passage of time. They will develop a sense of uniqueness and of belonging to a community being able to compare and contrast times and events. They will observe similarities, differences and variety in what happens at different times and within different families. They will begin to develop a historical narrative and be able to sequence events and develop a sense of chronology and duration. Pupils will handle artefacts and begin to see that they can provide evidence and knowledge about how things used to be.

In Year 1

Travel and Transport

What has enabled transport to develop over time?

How did the first flight change the world?

Pupils will develop their understanding of chronology by ordering modes of transport through time and placing them on a time line discussing how they made their judgements. They will look at how transport has changed over time and what made those changes possible. They will explore how these changes made an impact on the lives of people for the better and worse. Pupils will then focus in depth on significance of The Wright Brothers as significant people from the past and explore the significance of the first flight and its wider impact on humans. They will then look at the role of women in flight, and why Amelia Earhart was significant.

Vocabulary:

Timeline, travel, transport, important (significant), impact, change, observations

Explosive London

Did the Great Fire make London a better or worse place?

Pupils will add new information to the existing timeline and where this event is placed beyond living memory. More detailed timelines will be used to sequence key events that took place during the fire. They will examine what factors contributed to the fire, and use sources to discuss similarities and differences between life today and life in this period, particularly looking at house construction. Pupils will see how historians have learned about this event by examining sources and eyewitness accounts from Samuel Pepys. The impact of the fire will be explored and long-term changes that occurred as a result.

Vocabulary:

Chronology, events, cause, factors, evidence, artefact, sources, eyewitness

Kings and Queens

Why is the queen important to our country?

Which key events have happened during her reign?

Pupils will extend their knowledge of chronology to add monarchs from the past to the class timeline. They will establish what is meant by the concept of monarchy, who our monarch is, and who immediate members of the royal family are. They will generate questions to compare the two Queens Elizabeth, and similarities and differences they shared. Pupils will then focus on Queen Elizabeth II to sequence key events from her life before examining significant events or turning points from her life time.

Vocabulary:

Monarch, compare, similarities, differences, coronation, jubilee, royal, ruler, succession, heir

In Year 2

Explorers

Which explorer had the greatest achievements?

In this unit pupils will learn about several explorers from different periods of time to make comparisons about their endeavours and achievements. They will begin by exploring what makes a person significant so that they are celebrated during their lifetime and remembered long after their deaths. They will consider ways that we have found out about explorers from the past and what evidence there is of their achievements. They will further develop their understanding of timelines to place Ibn Battuta, Matthew Henson and Felicity Aston along with events and people studied in Year 1. Pupils will compare the polar expeditions of Henson and Aston to see what similarities and differences there are between these explorers. They will also discuss how racism and sexism had influence. Pupils will then consider how changes in peoples values over time can see significant people in a different light. They will debate how significant these events were, and what impact or change they had on the world we live in today. Was one person's achievement greater than another's?

Vocabulary:

Explorer, voyage, expedition, polar, discovery, evidence, significant, significance, diversity, commemorate

Sinking of the Titanic**How was it possible for an unsinkable ship to sink?**

Pupils will place the event of the sinking of the Titanic on the class timeline. They will then learn about key events of the ship's history from setting sail to the eventual sinking. The events, dates and times of the voyage will be represented on a timeline giving pupils an awareness of timelines of different scale.

Pupils will then explore what life was like for people aboard Titanic and what was the same and what was different for people of different social classes. They will consider how we know, as much evidence was sunk with the ship. They will use picture sources and accounts from survivors to learn about life on board. Pupils will then explore why Titanic sank and whether there were one or more possible reasons. The children will learn about the rescue operation that took place and why more people were not saved. To complete the unit pupils will consider changes that happened as a result of this tragedy to prevent such a thing happening again. Children will make links and refer back to the Year 1 Transport and Travel unit in how they consider why changes happened and developments that were made to this mode of transport.

Vocabulary:

chronological, deduce, causes, justify opinion, analyse, explain, sources of evidence

Nuturing Nurses**Which nurse made the biggest difference and should be remembered before the others?**

Pupils will learn about three influential nurses, Florence Nightingale, Mary Seacole and Edith Cavell and how their actions have impacted nursing as we know it today, and how they encountered and overcame challenges to do so. They will begin by looking at the life of Florence Nightingale and the events that led her to be at the Scutari Hospital in the Crimean War. They will examine the impact that the changes she made to the hospital had on the lives of the soldiers and the subsequent changes that happened on her return to Britain. Pupils will then compare Mary Seacole with Florence Nightingale to see how their experiences in the Crimean War had similarities and differences. They will then learn about Edith Cavell and her role in World War I. They will learn about the challenges she encountered and how and why she was seen as controversial. Pupils will discuss and justify opinions as to whether her actions made her a traitor or a hero. After learning how they all made a difference to the lives of people during a time of war, pupils will decide on who made the greatest difference and deserves to be remembered before the others.

Vocabulary:

achievements, impact, improvements, prejudice, controversial, allied, traitor, execution

In Year 3**The Stone Age to Iron Age****How did the early man survive and evolve in the harsh environment of pre-historic Britain?**

Pupils will learn about what prehistoric means; they will put events in chronological order and understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history. They will find out about how hunter-gatherers lived in Stone Age Britain. They will research the history of Skara Brae and find out why it is important for understanding life in the Stone Age. They will understand what Stonehenge looks like and explore different theories about the building of Stonehenge. Pupils will also learn about how the Bronze Age was different to the Stone Age and how copper mining was crucial to big changes in Britain. Furthermore, they will understand how British society changed in the Iron Age and imagine what life might have been like in an Iron Age hill fort.

Vocabulary:

Chronology, prehistoric, hunter gathers, settlement, evidence, sources, beliefs, defence, theory

Ancient Egypt**Where and when did the earliest civilisations begin?****What were the achievements of the Ancient Egyptians and what did they allow them to accomplish?**

Pupils will begin this unit with an overview of the four earliest civilisations, placing them on a timeline to see when they began. They will see where these civilisations lay in relation to previously taught periods of time. Pupils will establish what is meant by a civilisation, before determining what they need to grow and succeed. They will look at their similar position on the globe and their location near a river and how a river was significant in their success. In the main part of this unit, pupils will learn in depth about the achievements of

the Ancient Egyptians. They will develop their understanding of world history and where this civilisation fits with other periods studied. They will learn about how and where the ancient Egyptians lived and particularly how the River Nile was central to life during this time. Using artefacts to generate questions, pupils will learn about what was important to the daily lives of ancient Egyptians. They will go on to learn how religion was important to the ancient Egyptians, learning about Gods and the mummification process for the after-life. Pupils will place themselves in the place of Howard Carter at the time of his discovery of Tutankhamun's tomb, and examine what evidence can tell us about the past and how events of the past can be interpreted.

Vocabulary:

civilisation, ancient, artefact, afterlife, mummification, interpret, pharaoh, legacy

Riotous Royalty

The actions of which monarch made the biggest impact on how we live today?

In this unit pupils will learn about six monarchs and why they have been identified as being significant to understanding events in British history. They will describe ways in which different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country. Pupils will learn about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit also teaches who Queen Anne was and her role in creating the United Kingdom of Great Britain, what Queen Victoria achieved during her reign in her quest for empire and looks at the role of the British monarchy today. Pupils will look at royal behaviours from the past and consider the impact of these on how we live today.

Vocabulary:

heir, reign, monarchy, rebellion, Domesday Book, Magna Carta, Act of Union, empire, commonwealth

In Year 4

The Romans

What impact and influence did the Roman Empire have on life in Britain?

Pupils will learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest where they will consider what the world would be like if no countries had ever invaded each other. Pupils will also look in detail at some aspects of Romanisation in Britain such as the building of Roman roads and bathhouses. They will learn about gods and goddesses and Roman religion to understand more about the culture and beliefs of Roman people. They will think about how these beliefs compare to those of the people in ancient Egypt. In addition to this, they will learn about the British resistance of Boudicca and look at the events of Boudicca's rebellion from different perspectives. They will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine the significance of its location.

Vocabulary:

Invasion, conquest, empire, emperor, rebellion, belief, culture

Anglo-Saxons and Vikings

Who were the Vikings? Did they leave behind a legacy in Britain?

Pupils will learn about the raids and invasions by Vikings in Anglo-Saxon Britain. They will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. Pupils will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. Pupils will make comparisons to how these Kings ruled the land compared to today. They will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.

Vocabulary:

settlement, Kingdom, raid, pillage, Danelaw, customs, culture

World War II

How was my locality impacted by World War II?

Pupils will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover what it was like for people on the home front and how they contributed to the war effort. They will also learn all about the significance of the Battle of Britain and the war in the skies. They will explore the impact of the war locally, and its effect on the people of Gawcott. Why

Gawcott was not bombed but other places were. Pupils will learn how the war affected children, and using children's accounts as primary resource, imagine what would happen if war broke out today?

Vocabulary:

occupy, Nazi, Allies, Axis powers, home front, evacuation, rationing, propaganda, aerial warfare, dog fight, Lindy Hop

In Year 5

Ancient Greece

What was life like in Ancient Greece? Where can we see the influence of Ancient Greece on our world today?

In this unit about ancient Greece, pupils will begin by placing the period on a timeline of world and British history. They will establish that the Ancient Greeks were a civilisation and define what that means. Having previously studied the Romans and Ancient Egyptians, they will recap key events and achievements that were happening concurrently for these other great civilisations, and how they sit alongside key events within the period of Ancient Greece. When learning about daily life in ancient Greece, pupils will use sources to ascertain what life was like for different people, including those who were enslaved during this period and how slaves were used. Pupils will research aspects of daily life e.g., food, religion, homes, entertainment, children; using secondary sources to support and justify their findings. Pupils will learn about the structure of Ancient Greece and the independent city states comprising it. Similarities and differences between the city states of Athens and Sparta will be examined to determine if one was more successful or progressive than the other. They will look at the development of democracy in Athens and then debate whether Athens or Sparta was the better place to live. Pupils will examine what crime and punishment was like for the Ancient Greeks, what kind of laws they had and punishments for not abiding by them. Pupils will examine how trade and the invasion of other countries led to the growth of the empire under Alexander the Great and the benefits and cultural influences that the expansion of the empire gave. To conclude the unit pupils will discuss the legacy of the Ancient Greeks in the world today. They will use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics.

Vocabulary:

Trade, empire, civilisation, democracy, enslavement, city states, primary and secondary sources, legacy

Crime and Punishment

Have the punishments given always fitted the crimes committed?

During this Crime and Punishment unit, pupils will develop their chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.

Vocabulary:

crime, punishment, rebel, exile, justice, torture, vagrancy, execution, highway man, villain, hard labour, prevention, detection

The Shang Dynasty

What can we tell about the Shang Dynasty from Fu Hoa's Tomb?

Pupils will learn about the Shang dynasty to explain when and where it was in existence and to describe features of its location. They will develop their understanding of chronology to compare this period in China with what was happening concurrently during the Bronze Age in Britain. They will use archaeological evidence to draw conclusions about what life was like in the Shang dynasty and will describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people. Pupils will find out about the religious beliefs and practices of the people from the Shang dynasty, e.g. their use of burial rituals and sacrifice. They will go on to think about how accurate this information is and use other sources to try and establish facts. They will find out what oracle bones are and how they helped historians find out information about the Shang Dynasty. Pupils will examine the significance of the discovery of the first intact

Shang tomb which belonged to the military general and high priestess Fu Hao, and what the study of the objects inside can teach us.

Vocabulary:

dynasty, social hierarchy, ancestors, Shang Di, oracle bones, divination, pyromancy, deduction, archaeology

In Year 6

World War I

How did the advancement of Science and Technology in WWI affect the nature of warfare for the future?

Pupils will place the Place WWI on the timeline of British history and refer to key periods studied previously. They will learn about events and actions that led to the start of WW1 creating a precise timeline of this time. They will examine how and why certain countries became involved, and why others played a neutral role. Pupils will explore the role of women during the war, the march for jobs and the significance of the suffragette movement. Pupils will learn about the conditions in which soldiers found themselves in in the trenches, and why many did not survive the 'Bloody War'. They will question how advancements in technology had an impact on the war and whether these led to the eventual end of the war. To conclude the unit, they will determine what legacy remains of WWI in the world today.

Vocabulary:

Suffragette, triple alliance, triple entente, neutrality, armistice, front line, home front

Post War Britain

What was the most significant event in rebuilding Britain after the Second World War?

Pupils will consider some of the ways in which Britain, and British people, were affected by events during the Second World War and how changes in the next few decades led to changes in the country and their lives. They will begin by seeing how the people of Britain wanted change after years of war, and elected a Labour government who brought in measures to help the country recover. They will examine this period of austerity when towns and cities were physically rebuilt, industry was in trouble and the country dealt with the debt of war. Pupils will learn about the Welfare State and the Acts of Parliament that were passed to support people to ensure that citizens had rights to healthcare, education, good housing and well-paid jobs. They will learn about the changes to the empire in the post war period; how many countries became independent of British rule and how migration and immigration changed the make-up of the country. Pupils will learn about the establishment of the NHS, how housing shortages and improvements were made and how television became more popular and accessible with the introduction of new channels. They will make connections, contrasts and examine trends relating to leisure pursuits of young people during the 'swinging sixties' and see how their lives compare. The unit will end by examining the changes that occurred during the 1980s; how developments in technology influenced our lives and how a greater awareness was developing about how people's actions were affecting the environment in terms of global warming.

Vocabulary: nationalisation, welfare, squalor, industry, territory, independence, austerity, rationing, smog

Mayan Civilisation

Who were the Maya and what was their civilisation like? How was life different for the Maya and the Anglo Saxons?

Pupils will learn about the non-European Mayan civilization and see where this society fits chronologically with other periods that they have studied. They will establish a narrative about the influence of Gods on people's lives and beliefs. The children will analyse how their counting systems have influenced our lives today and how they were able to communicate without an alphabet. The children develop opinions on how valid ideas and theories about an ancient civilization can be. They will examine evidence to prove/disprove ideas and theories about how they lived their lives. The children will determine if Cadbury is part of the legacy of this society. To complete the unit, the children will look at concurrence to compare what life was like for the Maya and Anglo Saxons during the same period but in different parts of the world.

Vocabulary:

civilisation, concurrently, sacrifice, worship, blood-letting, ritual, number system, primary and secondary sources, interpretation, reliability, hieroglyphs, codex, cacao, maize

Links with other subjects

Geography – understanding geographical information will explain a lot about how the ancient world and local environment developed

Mathematics – looking at and interpreting visual and numerical data to help children understand historical contexts

Art – looking at photographs and paintings to help children understand historical contexts

Design Technology – looking at architectural drawings to understand historical contexts

English – reading narratives, poems and plays to understand historical contexts

Music – listening to folk, popular and classical music to understand historical contexts

As a Historian leaving RPS

I will be able to:

- Know my place in time
- Distinguish between past, present and future
- Engage in an 'into, through and beyond' approach where I consider the factors that started an event, how the event transpired, and what happened as a result of the event
- Identify how events; and developments take place over time
- Use a chronology to order periods of time, events and developments
- Know significant wider world historical events and developments; along with those in Buckingham and surrounding areas
- Know significant individuals from the past; and ones from Buckingham and surrounding areas
- Understand the humanity of significant individuals their motives, hopes, fears strengths and weaknesses
- Imagine myself as people from the past and how this shaped their behaviours and motivations
- Imagine myself in places from the past and how events, cultures, environments and societies were shaped
- Use and understand appropriate vocabulary of historical terms
- Formulate historical questions
- Explore different primary and secondary sources such as objects, photographs, paintings, narratives, poems, plays and data to understand contexts, draw conclusions and justify explanations
- Identify how past events have shaped behaviours, cultures and societies
- Learn from issues in History and the past; and how these could be addressed and developed in the future
- Present my understanding of history in a meaningful form
- Know the difference between historical durations versus historical change
- See how the sense of our past has helped to shape our identity today

Memory Makers at RPS

I will have experienced:

- **Performing in role and re-enacting events in history**
- **Visiting museums and historic buildings**
- **Learning about different time periods and what life was like**
- **Being a historical detective by handling artefacts and examining sources of evidence to make judgements about the past**
- **Analysing time capsules to gain evidence and interpret what it was like in the past**
- **Tasting traditional recipes of the ancient Maya**
- **Dancing the dances of a WW2 dancehall**
- **Taking part in Coronation events for King Charles III**

Because I went to RPS

- **I can use the tools that a historian uses to find out about the past.**
- **I am inquisitive and will ask questions.**
- **I can use a range of sources and evidence to justify my answer.**
- **I understand how the actions of people can change the course of what happens.**
- **I know about key individuals who have shaped and made a significant impact on the world.**

- I can analyse evidence to make informed judgements about the past and see how events in history lead to change.