

Woodside Junior School



History skills progression and curriculum overview

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

In Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined in our curriculum, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content

SEND

Teachers refer to skills taught in previous year groups. They adapt teaching/independent learning to allow pupils to master these skills first.

For those working below KS2, teachers use the skills taught in KS1.

More able

Teachers plan opportunities for our more able learners to practice and refine the most complex skills in our skills progression. In some instances, there are also additional skills.

Teachers plan opportunities for these to be taught and used during lessons.

Chronological understanding

Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Year 3	Year 4	Year 5	Year 6
Understand that ancient means thousands of years ago.	Place the time periods being studied on a wider timeline and understand their place in relation to previous periods studied.	Place the time periods being studied on a wider timeline and understand their place in relation to previous periods studied.	Place the time periods being studied on a wider timeline and understand their place in relation to previous periods studied.
Place the time period being studied on a wider timeline. (By the end of year 3, place the time periods studied on a wider timeline.)	Place the main events from a period studied on a timeline. eg Caesar's landing, Claudius' invasion, Boudicca's revolt.	Know and sequence key events of the time studied using dates accurately.	Know and sequence key events of the time studied using dates accurately.
Use key terms/ vocabulary/dates related to the unit of study.	Use key terms/ vocabulary/dates related to the unit of study and recall 3 main dates.	Use key terms/ vocabulary/ dates related to the unit of study and recall 5 main dates from the unit studied.	Use key terms/ vocabulary/ dates related to the unit of study and recall 6 main dates from the unit studied.
Use terms related to the passing of time (eg 3000 years ago, before that, after that, began to, first, next, then, after)	Sequence dates, events, artefacts, historical figures, on a timeline using key dates as markers.	Order and increasing number of significant dates, events, historical figures, iconic images on a timeline using dates accurately.	Order and increasing number of significant dates, events, historical figures, iconic images on a timeline using dates accurately.
Sequence some key dates, events and/or artefacts on a timeline (<i>eg different tools used in Stone, Bronze and Iron Ages</i>)	Understand that a timeline can be divided into AD and BC and place periods studied according to BC or AD.	Understand how some historical events/ periods occurred concurrently in different locations (eg Maya- Rome, Greece, Egypt)	Build further on understanding of how some historical events/ periods occurred concurrently in different locations (<i>eg Black British unit from roman to 21st century Britain</i>)
Be introduced to the terms BC and AD.		Understand and describe in some detail the main changes to an aspect in a period of history (eg how did Religion change from Vikings/ Anglo Saxon/ Roman Britain?)	Understand and describe in some detail the main changes to an aspect in a period of history (<i>eg life for everyday people during WW2</i>)
<i>Local study: Order events, dates, people, places chronologically.</i>		<i>Local study: Understand how the Misbourne River and location of Amersham attracted settlers during the Anglo Saxon period, building on their existing chronological understanding of Amersham.</i>	Understand and describe in some detail the main changes to an aspect throughout more than one period in history (<i>eg how attitudes towards Black people in Britain have changed over time</i>)
			<i>Local study: Understand how WW2 shaped Amersham's population after the war; Evacuees to Amersham; Amersham's links with the slave trade; Amersham's links with the abolitionist movement)</i>

SEND

Refer to skills taught in previous year groups. Adapt teaching/independent learning to allow pupils to master these skills first.

For those working below KS2:

- 1) Sequence artefacts and events that are close together in time
- 2) Order dates from earliest to latest on simple timelines.
- 3) Sequence pictures from different periods.
- 4) Describe memories and changes that have happened in their own lives.
- 5) Use words such as old, oldest, new, newest, earliest, latest, past, future, century, modern, before, after to show the passing of time.

MORE ABLE

- Confidently use and remember (almost) all vocabulary and terms related to the unit of study.
- Know specific dates and recall people, places and events related to the unit of study confidently.
- When sequencing time periods, events, dates, people, recall and include those from previous units with ease.
- Appreciate ideas of duration and interval. e.g. how long the Roman legacy has lasted (Y4 onwards)
- Use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 1939, Phoney war, Blitz (UKS2)
- Use their in-depth knowledge of the entire primary history curriculum to speak confidently about people, places, events, cause and effect, legacy and impact (UKS2)

Range and depth of historical knowledge (Knowledge and understanding of events, people and changes in the past)

Children should note connections, contrasts and trends over time.

Year 3	Year 4	Year 5	Year 6
Find out about the lives of everyday people in the periods being studied and compare them with our lives today, recognising similarities and differences.	Find out about the lives of everyday people in the periods being studied and compare them with our lives today, recognising similarities and differences.	Study the everyday life and experience of different groups of people (including attitudes and beliefs) during the periods studied (eg men and woman; rich and poor; children)	Study the everyday life and experience of different groups of people (including attitudes and beliefs) during the periods studied (eg men and woman; rich and poor; children)
Note key changes over a period of time and give reasons for those changes. <i>eg hunter gatherer to settlers to farming and trade</i> eg the Nile flooded; the population grew; growth of civilization (Cause and effect)	Note key changes over a period of time and give reasons for those changes eg the Roman Empire grew; people came to Britain; our society and infrastructure changed (Cause and effect)	Identify and note connections, contrasts and trends over time in the everyday lives of people (eg children can now make comparisons with all periods of history studied to date)	Identify and note connections, contrasts and trends over time in the everyday lives of people (eg children can now make comparisons with all periods of history studied to date)
Identify the reasons for and the results of people's actions. <i>(eg people built their homes into the ground at Skara Brae because of the geographical location. This sheltered them; people moved to the River Nile because of the fertile land. This led to growth of the civilization)</i>	Identify the reasons for and the results of people's actions (eg Boudicca's revolt)	Examine the causes and results of great events and the impact these had on people (eg Vikings seeking fertile land; raids; settlers; struggle between the Vikings and Anglo Saxons)	Examine the causes and results of great events and the impact these had on people (eg WW2 led to labour shortages; the arrival of the Windrush generation) Understand that not all change is welcomed.
Describe significant individuals from the past (<i>eg Howard Carter, Tutankhamun</i>)	Describe significant individuals from the past. (<i>eg Boudicca</i>)	Describe significant individuals from the past eg King Cnut)	Describe significant individuals from the past
Explain how people and events in the past have influenced life today (Amersham unit)	Explain how people and events in the past have influenced life today (eg Roman legacy, democracy)	Use appropriate historical terms such as culture, religious, social, economic, political when describing the past.	Explain how people and events in the past have influenced life today (WW2/ Windrush/ Black Lives Matter)
Understand why people may have had to do something.	Describe features, aspects and events of the time periods studied and offer a reasonable explanation for some events.	Grasp that changes can happen quickly and then be reversed eg struggle between the Saxons and the Vikings	Use appropriate historical terms such as culture, religious, social, economic, political when describing the past.
Describe connections and contrasts between aspects of history, people and artefacts studied. (eg how life compared in the Stone, Bronze and Iron Age/ compare farming in the Iron Age and Ancient Egypt/ difference in tools from stone age to iron age)	Describe connections and contrasts between aspects of history, people, events and artefacts studied.	Understand that people's experiences varied depending on social status.	Describe and explain ways of life at different levels of society and understand that different people had different outlooks on life depending on their social standing. (Avoid sweeping generalisations and understand that your experience depended on who you were and what position you had in society.)

<p>Have a basic understanding that not everyone lived in the same way (eg <i>Egyptian slaves, scribes, craftsmen, priests</i>)</p>	<p>Describe how different people in society lived in different ways (eg slaves, men and women in Ancient Greece, Athenian and Spartan children)</p>		<p>Understand what is meant by a turning point.</p>
<p>SEND Refer to skills taught in previous year groups. Adapt teaching/independent learning to allow pupils to master these skills first. For those working below KS2:</p> <ol style="list-style-type: none"> 1) Recognise some similarities and differences between the past and the present. 2) Identify some similarities and differences in ways of life between periods. 3) Know and recount episodes from stories and some significant events in history. 4) Understand that there are reasons why people in the past acted as they did. 5) Describe some significant individuals from the past 			
<p>MORE ABLE Provide opportunities for independent research to build on historical knowledge and vocabulary.</p>			

Historical interpretations Children should understand how our knowledge of the past is constructed from a range of sources.			
Year 3	Year 4	Year 5	Year 6
Identify the different ways in which the past is represented.	Identify the different ways in which the past is represented.	Find and analyse a wide range of evidence about the past.	Find and analyse a wide range of evidence about the past.
Distinguish between different sources and evaluate their usefulness eg museum, artefacts, books, cartoons	Distinguish between different sources and evaluate their usefulness eg museum, artefacts, books, videos, internet, poems.	Compare different accounts of events using difference sources.	Compare different accounts of events using difference sources.
Look at two versions of the same story or event in history and identify the differences (eg reasons why Stone Henge was built)	Understand that sources can contradict each other.	Use evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past (eg different accounts of the Anglo Saxons or Vikings depending on whether they are the aggressor or defender of territory)	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past (eg account of a slave vs a slave owner)
	Investigate different accounts of historical events (including images) and give reasons why the accounts may be different (eg Battle of Troy)	Start to understand the difference between primary and secondary evidence and the impact of this on reliability.	Consider different ways of checking the accuracy of interpretations about the past.
	Understand that there are different interpretations because the gaps are so large they need to be filled with imaginative reconstruction (eg historians use written accounts- sometimes conflicting- to draw what they think Boudicca might have looked like.	Understand that people create different versions of the past for different audiences and therefore might give a different emphasis (eg the novel <i>Viking Boy</i> compared with a leaflet about the <i>Jorvik Viking Centre</i>)	Develop understanding of the difference between primary and secondary evidence and the impact of this on reliability.
		Begin to evaluate the usefulness of different sources and begin to see that some interpretations may be more reliable than others (eg <i>this source isn't completely accurate because it shows Vikings to be just raiders, but we know they were traders as well</i>)	Begin to understand that people in the past represent events or ideas in a way that may be to persuade others. Show an awareness of the concept of propaganda
			Begin to evaluate the usefulness of different sources and begin to see that some interpretations may be more reliable than others.

			Begin to grasp that interpretations might differ depending on the aspect people are looking at (<i>eg British Empire- positive because it rallied for Britain in WW2; negative because Britain exploited the colonial territories</i>)
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SEND

- 1) Start to compare two versions of a past event.
- 2) Observe and use pictures, photographs, artefacts to find out about the past.
- 3) Start to use stories or accounts to distinguish between fact and fiction.
- 4) Explain that there are different types of evidence and sources that can be used to help represent the past.

Historical enquiry Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.			
Year 3	Year 4	Year 5	Year 6
Use a range of primary and secondary sources to find out about the past.	Use a range of primary and secondary sources to find out about the past.	Recognise when they are using primary and secondary sources of information to find out about the past.	Recognise when they are using primary and secondary sources of information to find out about the past.
Extract simple information from text/ images/ objects showing basic comprehension.	Make simple deductions about what a text or image means based on what is included using inference skills.	Use a wide range of different evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photos, artefacts, statues, figures, sculptures, historic sites.	Combine a wide range of different evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photos, artefacts, statues, figures, sculptures, historic sites. Bring knowledge gathered from a range of sources together into a fluid account.
Combine information from more than one source. Eg photos, internet, artefacts	Combine information from up to 3 sources. Eg photos, internet, artefacts, maps	Make deductions about what a text or image means based on what is included using inference and own knowledge of the past.	Make deductions about what a text or image means based on what is included using inference and own knowledge of the past.
With teacher guidance, begin to cross-reference information to see if other sources agree, rather than taking everything at face value eg different opinions, based on evidence, on why Stone Henge was built and for what purpose.	Cross-reference information to see if other sources agree	Cross-reference information to see if other sources agree.	Cross-reference information to see if other sources agree.
Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.	Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information from more than one source.	Select relevant sections of information to address historically valid questions and construct detailed, informed responses.	Select relevant sections of information to address historically valid questions and construct detailed, informed responses.
Answer questions about the past and ask questions to find answers about the past.	Regularly address and sometimes devise own questions to find answers about the past.	Start to understand why a sources might be unreliable (eg our view of the Vikings is partial because some written accounts are from the people who suffered most at their hands)	Consider why sources might be unreliable.
Begin to undertake own research using books of the internet.	Undertake research to present a picture of one aspect of the past eg Egyptian mummification; Egyptian farming	Investigate own lines of enquiry by posing historically valid questions to answer.	Raise questions about what the evidence tells us. Be aware of the need not to rush to conclusions based on flimsy evidence. Children begin to use phrases such as 'we

			cannot tell for sure' and 'most evidence suggests that'
			Investigate their own lines of enquiry by posing historically valid questions to answer.
<p>SEND</p> <ol style="list-style-type: none"> 1) Use books, videos, pictures and artefacts to find out about the past. 2) To describe what they can see in an image 3) Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. 4) Observe or handle evidence to ask simple questions about the past 5) Choose and select evidence and say how it can be used to find out about the past. 			
<p>MORE ABLE</p> <p>Provide children with opportunities to undertake their own research at home and in school.</p>			

Organising, communicating and presenting Children should develop appropriate use of historical terms.			
Year 3	Year 4	Year 5	Year 6
Use and understand appropriate historical vocabulary to communicate information such as hunter gatherer, ancient, civilization, period, mummification, tomb, pharaoh, Mesolithic	Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms, legacy, myth, democracy.	Know and show a good understanding of historical vocabulary including abstract terms. For example, kingdoms, city-state, migration, invasion, democracy, civilisation, social, political, economic, cultural, religious,	Know and show a good understanding of historical vocabulary including abstract terms. For example, abolitionist, campaign, colony, empire, civilian, propaganda, dictator
Show understanding through oral answers containing simple period-specific references.	Show understanding through oral answers and explanations containing simple period-specific references.	Show understanding through oral answers, explanations and presentations containing period-specific references, vocabulary, dates, people, places etc.	Show understanding through oral answers, explanations and presentations containing period-specific references, a wide vocabulary, dates, people, places etc.
Write simple and accurate, sequenced sentences when narrating what happened in the past.	Write accurate, sequenced sentences when narrating what and why something happened in the past.	Write accurate, sequenced sentences when narrating what and why something happened in the past, carefully selecting information.	Write accurate, sequenced sentences when narrating what and why something happened in the past, carefully selecting and organising information.
Construct some simple responses based on evidence (<i>eg we know about life in the Stone Age because archaeologists have found artefacts at Skara Brae.</i>)	Construct responses based on evidence (<i>eg we know that people from Africa came to Britain during the Roman times because of the evidence we have found at grave sites such as the Ivory Bangle Lady</i>)	Structure written answers and provide supporting evidence for statements made.	Structure written answers and provide supporting evidence for statements made.
Present, communicate and organise ideas about the past using models, drama role play, speech bubbles with annotations and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.	Present, communicate and organise ideas about the past using models, drama role play, speech bubbles with annotations and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. (Children begin to sustain their answers with an example of supporting evidence.)	Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports	Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports
Start to present ideas based on their own research about a studied period (eg a powerpoint or poster)	Start to present ideas based on their own research about a studied period. (eg present a powerpoint presentation to the class)	Plan and present a self-directed project or research about the studied period.	Plan and present a self-directed project or research about the studied period in any way.
			Attempt to use provisional and tentative language to express uncertainty (<i>eg</i>

			<i>perhaps, may, might, some people think that)</i>
SEND			
<ol style="list-style-type: none"> 1) Show an understanding of some historical terms such as monarch, war, remembrance. 2) Talk, write and draw about things from the past. 3) Use historical vocabulary to retell simple stories about the past. 4) Use drama and role play to communicate their knowledge about the past. 			
MORE ABLE			
<ul style="list-style-type: none"> - Use historical terms and vocabulary in the correct context with ease. - Give a more sustained answer using supporting evidence. - Confidently explain to others using their knowledge and skills to give detailed answers to big questions at the end of a unit of study. 			

More able learners in History

Characteristics of more able learners in History

- Have an excellent understanding of key dates, people, places, events and chronology and use historical terms and vocabulary in the correct context with ease.
- Show initiative, not just in their research, but also in applying ideas that have already been covered. They can apply these ideas without instruction from the teacher.
- Enjoy a mystery or paradox and thrive on trying to resolve a puzzle.
- Are able to confidently compare and contrast different periods of history.
- Can evaluate and critique work or ideas
- Can synthesise lots of disparate pieces of information and bring them into a coherent shape
- Naturally refer to their knowledge of earlier periods of the past and make connection over time. They can identify similar themes and refer back to prior learning without being told which periods to compare.
- Are able to confidently explain facts and theories to others. They can give full oral explanations and use their knowledge and skills to answer 'big questions' at the end of a unit of study.

History and Geography curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Stone Age to the Iron Age What do places such as Skara Brae tell us about humans that lived a long time ago?	The UK What facts about the United Kingdom would one of the 40 million tourists who visit each year like to know?	Ancient Egypt What have we learnt about Ancient Egypt from historical sources?		Lyme Regis What are the key human and physical features of the Lyme Regis?	Amersham- a local area study How did the arrival of the railway change Amersham?
4	Europe Italy is the 5 th most visited country in the world. What attracts the 100 million visitors each year?	Ancient Greece What impact did Ancient Greece have on later civilizations?	Mountains What attracts tourists to mountains such as the Himalayas and Snowdon and what is the human impact?	Maps Using your map skills, can you follow the clues to solve the mystery?	Volcanoes Earthquakes What is living in the Ring of Fire like?	Romans What impact did the Roman invasion have on Britain?
5	North America How and why is the physical landscape of North America so diverse?	Ancient Maya Why were the Mayans considered to be such an advanced civilization?	South America Do our rainforests need saving?	Rivers and water management What is the journey of a river from the sources to the mouth?	Anglo Saxons What do grave sites, such as the one at Sutton Hoo, tell us about Anglo Saxon life?	Vikings Were the Vikings vicious and victorious?
6	Black and British How have attitudes towards black people changed over time?	Global Trade How has trade changed over time?	World War 2 What were the priorities for the British Government during World War 2?	Maps What recommendations would you make to Amersham Town Council about building use in the high street?	Global challenges What challenges are we facing in the 21 st century?	Moving on Enterprise Production







History curriculum and knowledge organisers

Year 3

Stone Age to the Iron Age

Big Question: What do places such as Skara Brae tell us about the humans that lived a long time ago?



Important people and places		
Skara Brae	Stonehenge	Swanscombe Man
		
The best preserved pre-historic settlement in Western Europe. Located on one of the Scottish Orkney Islands .	The best known pre historic monument in Europe.	The name given to a set of human remains discovered in Swanscombe, Kent.
Red Lady of Paviland	Maiden Castle	Danebury Hillfort
		
The remains of a palaeolithic human discovered in Wales in 1823.	Maiden Castle is located in Dorset. It is one of the largest Iron Age hillforts in Europe.	An Iron age hillfort located in Hampshire, England.

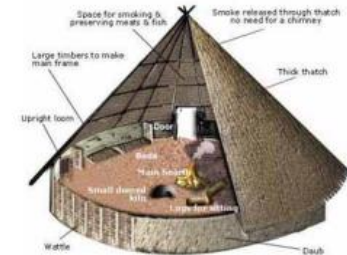
Artefacts such as tools from the Stone Age, Bronze Age and Iron Age help to tell us more about what life was like.



Vocabulary		
1	prehistory	The period of human history before there were written records.
2	Palaeolithic	The earliest part of the Stone Age where humans used tools and weapons made from stone.
3	Mesolithic	The middle part of the Stone Age.
4	Neolithic	The end of the Stone Age when humans began to develop farming.
5	hunter-gatherer	A member of society that lives by hunting and collecting wild food, rather than by farming.
6	agriculture	Another word for farming.
7	bronze	A type of metal made out of copper and tin.
8	iron	A type of strong metal discovered and used in the Iron Age.
9	hillfort	A settlement on the top of a protective hill.
10	Celts	The name given to the people living during the Iron Age
11	pottery	Objects made from clay.
12	artefacts	An object from the past
13	evidence	Something you can see or read.
14	monument	Something built for an important reason.
15	archaeology	The study of human history through looking at artefacts from dig sites.



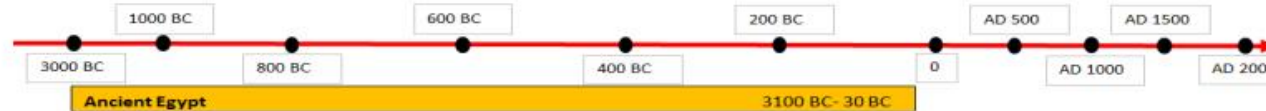
Cave paintings were drawn by people in pre-historic times.



Roundhouse: The houses people lived in from the Bronze Age to the Iron Age.

Ancient Egypt

Big Question: What have we learnt about Ancient Egypt from historical sources?



Vocabulary		
1	ancient	Something in the very distant past and no longer in existence.
2	civilization	Society, culture and way of life in a certain area.
3	Egyptologist	Someone who studies Ancient Egyptian life.
4	evidence	Information that helps prove if something is true or exists.
5	artefact	An object of historical interest.
6	chronology	The order something happened in.
7	silt	Sand or soil that is carried along by flowing water and then dropped.
8	fertile land	Fertile land can produce a good number of quality crops.
9	papyrus	A tall plant-like grass that grows near water
10	tomb	A large stone structure or room underground where someone important is buried.
11	archaeologist	Someone who studies the buildings, graves, tools and other objects of people who lived in the past.
12	pyramid	Pyramid shaped structures built in Ancient Egypt as tombs.
13	mummification	Preserving a dead body as a mummy.
14	Pharaoh	A ruler in ancient Egypt,
15	sarcophagus	A stone coffin used in Ancient Egypt.
16	Rosetta Stone	An important stone which helped us to understand hieroglyphics.
17	hierarchy	Where people or things are arranged in order of importance.
18	hieroglyphics	A system of writing that used pictures instead of letters in Ancient Egypt.



Canopic jars: These were used for safekeeping particular organs. They contained the stomach, intestines, lungs and liver.







There was a **hierarchy** in society with the **Pharaoh** and the **Gods** at the top and the **farmers, slaves and peasants** at the bottom.















Hieroglyphics were carved or painted on temple walls, buildings, **tombs** and **papyrus**.

Important people and places

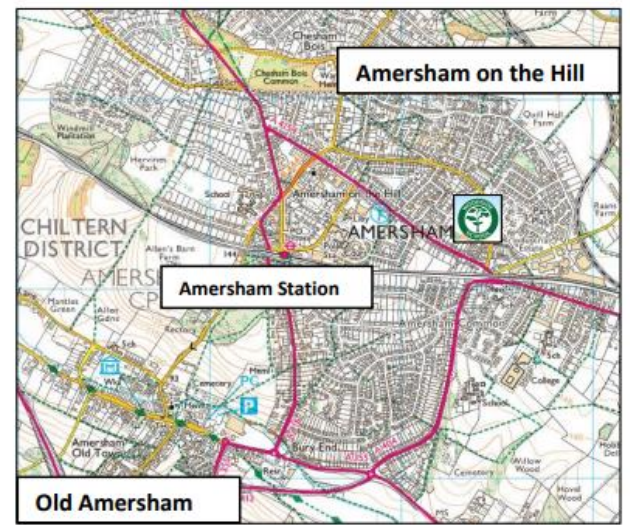
Howard Carter	Tutankhamun	River Nile	The Valley of the Kings	Great Sphynx of Giza
 <p>In 1922, Howard Carter discovered the tomb of Tutankhamun. The tomb held many treasures .</p>	 <p>A 9 year old pharaoh who died at the age of 19. His tomb was discovered in the Valley of the Kings in 1922</p>	<p>It is the world's longest river. Every year the Nile would flood and bring silt which was very good for growing seeds and crops. They made boats and papyrus out of the reeds that grew there and used the river for fishing and for transporting things.</p>	 <p>Located near Luxor on the west bank of the Nile. It was a burial site for kings and queens. The tombs could be hidden in the rock.</p>	 <p>A giant 4,500 year old limestone statue near the Great Pyramid in Giza.</p>

Amersham- a local history and geography study

Big Question: How did the arrival of the railway change Amersham?

<p>1066: Amersham is mentioned in the Domesday book. 400 pigs, 19 farms, 19 ploughs, 152 oxen and 3 mills.</p>	<p>1200: A Royal charter to hold a Friday market and a September fair. Trades included millers, blacksmiths, tanners, saddlers, carpenters, butchers, bakers, tailors.</p>	<p>1580: Amersham is a busy market town. The King's Arms is built (1570) Population 800- 900 people.</p> 	<p>1758: Work begins on the re-design of Shardeloes. Population 2,171</p> 	<p>1775: The most wealthy and influential person in the town is Lord of the Manor, William Drake. Mr Drake owns most of the houses in the town.</p> 
<p>1775: Amersham's prosperity grows. Coaching Inns provide accommodation and refreshment to travellers. Coaches travelling from London to Birmingham, Reading and Hatfield often stop in the town.</p> 	<p>1789: Cotton Mill opens in Amersham.</p>	<p>1791: For many years, Amersham had many lace makers. Lace schools would teach children the complicated patterns. By 1791, Amersham was the centre of Black Silk Lace production.</p> 	<p>1838: Amersham Union Workhouse was built. Poor men, women and children are sent to work here. Inmates work hard and their jobs include breaking flints, farming, shoe repairs and rug making.</p> 	
<p>1892: Women and children plait straw which is collected and used for hat making in Luton.</p> 	<p>1st September 1892: First Metropolitan Line service runs from Amersham to Baker Street. Population 2,613</p> 	<p>1920s and 30s: The town grows after WW1. Lots of shops and houses are developed around the station. 'Live in Metroland' attracts middle class people from London.</p> 	<p>1939: Outbreak of WW2. People migrate to Amersham from London. Population 6,121</p>	
<p>1940s: There was a housing shortage after WW2. Pre-fabs were built in Amersham.</p> 	<p>1964: Local industries thrive. Examples are Goya's Perfume Factory and Brazil's Sausage and Pie Factory.</p> 	<p>2021: Chiltern Lifestyle Centre completed. Population 24,938</p> 	<p>HS2: Work began in 2009. The train will go through Amersham under the ground. The line is due to be finished in 2033.</p>	

Vocabulary		
1	Domesday book	Britain's earliest public record of land ownership in the medieval period (more than 1000 years ago)
2	workhouse	A building where poor people used to work in the past in exchange for food and shelter.
3	population	The number of people living in a place.
4	migrate	To move from one place to another.
5	settlement	A place where people live.
6	coaching Inn	A resting point for people and horses.
7	Metropolitan Line	A London Underground Line between Aldgate and Amersham.
8	World War 2	A global war that happened between 1939 and 1945 that Britain was involved in.
9	pre-fab	Temporary homes built after World War 2 to house the population.
10	market town	A small town that obtained the right to host a regular public market during the Middle Ages.
11	River Misbourne	A chalk stream running through Amersham. Chalk Streams are globally rare habitats.
12	habitat	The natural home of an animals or plant.
13	Chiltern hills	Countryside Chalk hills in Buckinghamshire, Oxfordshire, Bedfordshire and Hertfordshire.
14	countryside	Land not in towns or cities (fields, woods)
15	Area of Outstanding Natural Beauty	Protected land to conserve the natural beauty.
16	HS2	Britain's new high speed railway being built from London to the North-West.





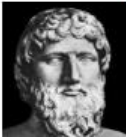
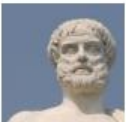


Year 4

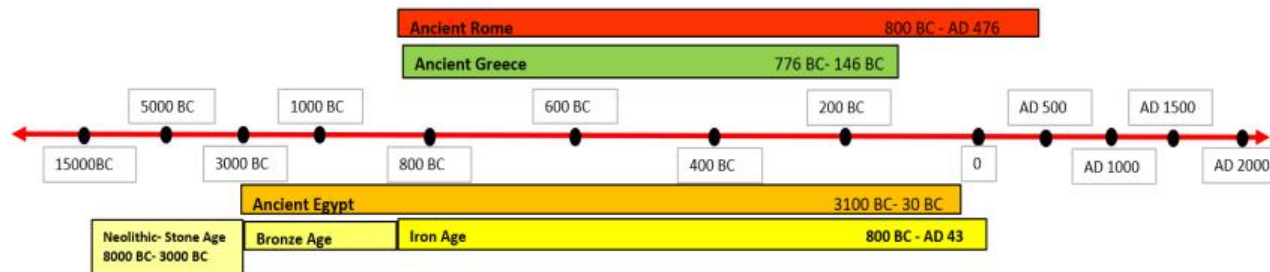
Ancient Greece

Big Question: What impact did Ancient Greece have on later civilizations?

Vocabulary		
1	ancient	In the very distant past.
2	civilization	The stage of human and cultural development that is considered most advanced.
3	city states	Cities that have their own sovereignty (their own power).
4	empire	A political unit made up of several territories and people.
5	democracy	A system of government where people elect their leaders.
6	philosopher	Someone who studies or writes about the meaning of life.
7	classical	Relating to Greek art and culture.
8	architecture	The practice of designing and constructing buildings.
9	merchant	Buying and selling goods in large amounts.
10	trade	The buying and selling of large numbers of goods.
11	seafaring	Regularly travelling by sea.
12	myth	An ancient story about Gods and brave people, often one that explains an event in history or the natural world.

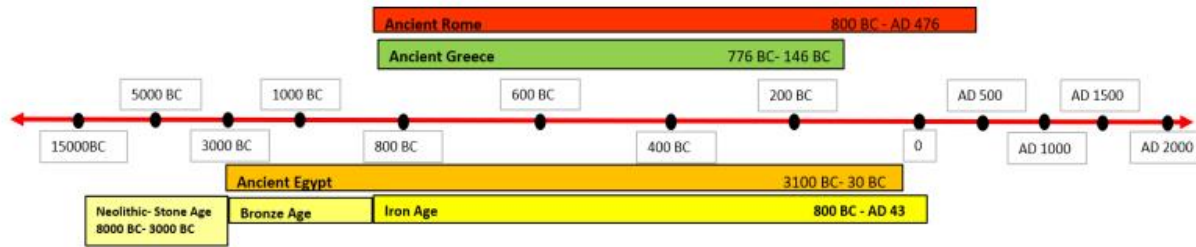
Vocabulary with explanations
Ancient Greece was not a country. It was made up of city states . There were often battles between these city states but sometimes they would join together against a common enemy. Important city states included Athens, Corinth and Sparta .
The Olympic Games were first held in 776BC in Olympia
Around 508BC, democracy was introduced in Athens. The ancient Athenians would debate and vote but only adult males who were citizens of Athens could participate.
The Trojan War is a very famous ancient Greek myth about a war between the Greek and Trojan armies.
The Battle of Marathon is one of the most famous Greek victories. They won a war with 10,000 men against 20,000 Persians . The marathon is named after the Battle of Marathon- the distance Pheidippides ran to tell Athens of their victory.
Sparta had the best trained army. A Spartan boy would start training to be a soldier at the age of 7.
The Ancient Greeks believed in many Gods . Many Gods lived in a cloud palace above Mount Olympus and would look down over the humans.
The ancient Greeks believed in many Gods. Some of them included, Zeus - God of the sky and King of Olympus; Poseidon - King of the sea; Ares - God of War; Aphrodite - Goddess of love and beauty; Hades - God of the underworld.

Alexander the Great	Socrates	Plato	Aristotle	The Acropolis	Mount Olympus
 <p>Known as the Ruler of the World and the most successful Empire builders .One of the greatest military leaders of all time.</p>	 <p>One of the most influential founders of Western philosophy.</p>	 <p>Student of Socrates. He was interested in ideas of justice and happiness. His ideas are still used today.</p>	 <p>Student of Plato and tutored Alexander the Great. He spent a great deal of time learning about biology and laid the foundations of science today.</p>	 <p>The highest part of a city in Ancient Greece containing the most important religious and government buildings. This building is the Parthenon.</p>	 <p>A mountain in Greece but in Greek mythology was the home of the Gods and the throne of Zeus.</p>



The Roman Empire

Big Question: What impact did the Roman invasion have on Britain?







Timeline			
Century	Emperor	Year	Event
Pre 1st	Augustus	753 BC	Rome founded by Romulus.
		55 BC	Julius Caesar attempt to invade Britain for the first time.
		54 BC	Julius Caesar attempt to invade Britain for the second time.
1 st	Claudius	AD 43	Claudius successfully invades Britain.
		AD 50	London is founded (Londinium).
	Nero	AD 60	Boudicca rebels against the Roman occupation.
	Domitian	AD 83	Armies capture a large area of Scotland.
2nd	Hadrian	AD 122	Building of Hadrian's Wall begins.
3rd	Severus	AD 208	Severus splits Britain into Britannia Superior and Inferior.
	Aurelian	AD 273	Provinces brought back under Roman control.
4th	Honorius	End 4 th Century	Roman power over Western Europe declines. Saxons invade Britain.
5th		AD 410	Roman army withdrawn from Britain

Roman legacy: Roman numerals, roads, early drains and sewers, Latin, aqueducts, law and order, towns and cities, Roman baths.



The **Roman Empire** began in Rome and spread across most of Europe and some of Africa and Asia. Britain was a part of this Empire for around 400 years.

Vocabulary		
1	empire	A group of nations that are controlled by the ruler of one country.
2	Britannia	The Roman name for the Southern part of Great Britain.
3	Caledonia	The name used in Roman times for Scotland.
4	Gaul	The Roman name for a region of Western Europe.
5	invade	To enter another country by force and with an army.
6	conquer	Take control of land or people by force.
7	Emperor	A man who rules an empire.
8	tribe	A group of people who share a location, language and customs.
9	Celts	People living in Britain.
9	Picts	Tribes from Caledonia.
10	legion	A large group of soldiers who form one part of an army.
11	legionary	A soldier who belongs to a legion
12	Saxons	Members of a West Germanic tribe.
13	Colosseum	 An oval amphitheatre in the centre of Rome used for gladiator fights.

Significant people and places			
<p>Julius Caesar</p>  <p>Famous roman military leader who changed Roman politics and society before being assassinated.</p>	<p>Boudicca</p>  <p>Queen of the Celtic Iceni Tribe who led an uprising against the occupying Roman forces.</p>	<p>Hadrian's Wall</p>  <p>Emperor Hadrian built it to guard the wild Northern frontier of the Empire.</p>	<p>Verulamium</p>  <p>A Roman City now where St Albans is located. A large part of it still remains unexcavated.</p>

Year 5

Ancient Maya

Big Question: Why were the Mayans considered to be such an advanced civilization?

Vocabulary		
1	Maya	The indigenous people of Yucatan and other areas of Central America.
2	ancient	Something in the very distant past and no longer in existence.
3	civilization	A culture, society and way of life in a certain area.
4	temple	A building devoted to the worship of God or Gods.
5	city-states	A city and the surrounding area which has their own ruler.
6	ancestor	A person in your family that lived before you
7	sacrifice	Killing an animal or person as an act of worship
8	priest	Someone who performs religious duties and ceremonies.
9	offerings	Something that you give to someone (or the Gods)
10	corn	A plant originating in South America- also known as Maize
11	cacao	Seeds from a tree that you can make chocolate from
12	codices	Ancient hand-written texts. Maya codices could be unfolded like a concertina.
13	glyphs	A character or symbol that stands for a word or part of a word.
14	base-20	A number system that works in groups of 20
15	invaders	People who enter a country so they can take it over.
16	decline	To go down or decrease slowly.
17	highlands	An area of high or mountainous land
18	lowlands	Low-lying country
19	settlements	A place where people establish a community.

Who were the Ancient Maya?

The Ancient Maya were people who made their homes in an area known as **Mesoamerica**. This is the strip of land joining North and South America together. The Ancient Maya people shared a common culture and religion but they lived in different city states, each with its own ruler.



2000 BC	The Maya civilization comes into being in Central America.
600 BC	Successful farming means cities grow larger.
500 BC	First pyramids built
400 BC	Evidence of writing
300 BC	Cities such as El Mirador become large and powerful. Cities ruled by kings and queens.
400 BC-900 BC	The Mayan 'Golden Age.'
AD 900	Cities in the rainforest are abandoned due to an extensive drought. People move North to the highlands of Guatemala and the Yucatan.
AD 1000	Cities like Chichen Itza are still thriving.
AD 1500s	The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilization as part of their conquest.
AD 2022	Descendants of the Ancient Maya still live today.

Central America	Tikal	Chichen Itza	Great Ball Court	Religion	Death
 <p>A region found in the southern tip of North America where the continent joins with South America. The Ancient Maya were a great civilization located here.</p>	 <p>Tikal is the ruin of a great Ancient Mayan city. It is located in a rainforest in modern day Guatemala and was one of the most powerful Mayan cities. The Tikal Temple is 47 metres high.</p>	 <p>Chichen Itza was built by the Ancient Maya in the Northern Lowlands. It was one of the largest cities.</p>	 <p>The Great Ball Court is located in Chichen Itza but ball courts like this one were found across the Mayan lands. Here they watched and played 'Pok-a-Tok'. The game was a life or death battle.</p>	<p>The Maya believed in and worshipped a number of different Gods. They believed the Gods could both help and hurt them. They would dance and sing and sometimes make offerings of blood to the Gods. It was believed that priests could communicate directly with the Gods. They would perform different rituals to appeal to the Gods.</p>	<p>The Maya believed the Earth (the Middleworld) was large and flat and rested on the back of a creature such as a turtle. On the Middleworld grew a tree whose branches reached up the Upperworld (the heavens) and roots reached down to the Underworld which was guarded by gods of death who looked like jaguars.</p>



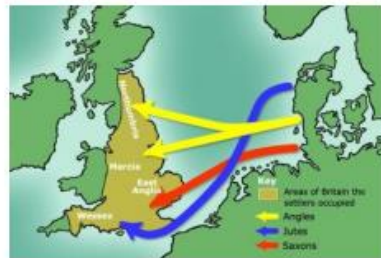
An artist's impression of El Mirador



Anglo Saxons

Big Question: What do grave sites, such as the one at Sutton Hoo, tell us about Anglo Saxon life?

Anglo Saxons								Vikings							
AD 350	AD 410	AD 449-550	AD 556	AD 597	AD 617	AD 779	AD 700	AD 787	AD 793	AD 866	AD 878	AD 878	AD 1013-1042	AD 1016	AD 1066
Anglo Saxons raid British shores but are beaten back by the Romans.	Romans leave England and shores are unprotected.	Arrival of Jutes from Jutland, Angles from Denmark and Saxons from Germany.	Seven Kingdoms are created across Britain.	St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury.	Northumbria becomes the supreme kingdom.	Mercia becomes the supreme kingdom and King Offa builds a dyke along the Welsh border.	Vikings travel by ship from Scandinavia to explore other countries	Vikings first arrive in Britain.	Viking raids along the coast including the monasteries at Lindisfarne.	Vikings capture York (Jorvik) led by Ivar the Boneless. Becomes the Viking capital.	The Kingdom of Wessex is the only kingdom left. Alfred the Great defends the Kingdom of Wessex.	Peace is made and Danelaw established. Vikings and Anglo Saxons control different areas.	England has 4 Viking kings.	King Cnut becomes King of England but he recognises Anglo Saxon law and customs.	Anglo Saxon rule comes to an end when King Harold II is defeated by the Norman forces of William the Conqueror.



The 7 Kingdoms



Danelaw

Vocabulary		
1	pagan	A religion where many Gods or Goddesses are worshipped.
2	wergild	A payment system used to settle disputes between a criminal and a victim or their family.
3	danegeld	Money or good paid by the Anglo Saxons to stop the Vikings raiding more places.
4	Danelaw	The part of England held by the Danes.
5	raid	A surprise attack on an enemy
6	dark ages	The Anglo-Saxon period is known as the Dark Ages because written sources for early invasion are scarce.

Place names from Anglo Saxon language

Anglo Saxon word	Meaning	Example
ham	village	Birmingham
ford	shallow river	Stamford
lee/ley	forest clearing	Henley
ton	farmstead	Luton



Sutton Hoo

Much of what we know about the Anglo Saxons comes from graves, like the one discovered at Sutton Hoo in Suffolk. At Sutton Hoo there are 11 mounds or 'barrows' dating back to the 7th century. In 1939 archaeologists explored the largest mound and found a ship buried there. The artefacts discovered there tell us a lot about Anglo Saxon life.

Alfred the Great The most famous Anglo Saxon King (849- 899). He successfully defended the Kingdom of Wessex against the Vikings.	Edward the Confessor In AD 1042 Edward the Confessor became king. He led a religious life.	King Cnut King Cnut was a strong Christian ruler and one of 4 Danish kings. A few years later he became King of Denmark and Norway too.	Harold II In AD 1066, Harold II tried to stop Harald of Norway from invading England and killed him at Stamford Bridge. William, the Duke of Normandy, thought he should be king. Harold died in the Battle of Hastings (1066). William the Conqueror became king, bringing Viking and Anglo-Saxon rule to an end.
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Anglo Saxons were mainly farmers. They lived in wooden houses.



Vikings

Big Question: Were the Vikings vicious and victorious?

							Vikings								
							Anglo Saxons								
AD 350	AD 410	AD 449-550	AD 556	AD 597	AD 617	AD 779	AD 700	AD 787	AD 793	AD 866	AD 878	AD 878	AD 1013-1042	AD 1016	AD 1066
Anglo Saxons raid British shores but are beaten back by the Romans.	Romans leave England and shores are unprotected.	Arrival of Jutes from Jutland, Angles from Denmark and Saxons from Germany.	Seven Kingdoms are created across Britain.	St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury.	Northumbria becomes the supreme kingdom.	Mercia becomes the supreme kingdom and King Offa builds a dyke along the Welsh border.	Vikings travel by ship from Scandinavia to explore other countries	Vikings first arrive in Britain.	Viking raids along the coast including the monasteries at Lindisfarne.	Vikings capture York (Jorvik) led by Ivar the Boneless. Becomes the Viking capital.	The Kingdom of Wessex is the only kingdom left. Alfred the Great defends the Kingdom of Wessex.	Peace is made and Danelaw established. Vikings and Anglo Saxons control different areas.	England has 4 Viking kings.	King Cnut becomes King of England but he recognises Anglo Saxon law and customs.	Anglo Saxon rule comes to an end when King Harold II is defeated by the Norman forces of William the Conqueror.

Vocabulary		
1	Scandinavia	A region in Northern Europe consisting of Norway, Sweden and Denmark.
2	Danes	The Vikings were also known as Danes and were skilled hunters, farmers, fishermen and warriors.
3	invasion	When an army enters a country by force in order to take it.
4	migration	When people move to another place or country in order to find work or a better life.
5	monastery	A building where a community of monks live under religious vows.
6	monk	A member of a religious community living under vows of poverty, chastity and obedience.
7	longships	Boats that the Vikings used to travel all over Europe. They could sail up rivers as well as across the sea.
8	Norsemen	People from the North
9	raid	A surprise attack on an enemy.
10	Pagan	A religion where many Gods or Goddesses are worshipped.
11	Picts	Celtic speaking people who lived in East Northern Scotland.
12	Jorvik	The Viking name for York (their capital).
13	runes	Vikings used letters called runes to write.
14	Valhalla	A banquet hall for Vikings who had died bravely, ruled by the Norse god Odin.
15	Valkyries	Female spirits that brought dead warriors to Valhalla.
16	Chief Gods	Odin (King of the gods and God of War and the Dead), Thor (God of Thunder and son of Odin- carried a hammer) and Frey (fertility, peace, sunshine and rain)



Vikings left their homelands in Scandinavia like the Anglo-Saxons had 400 years earlier. They were great travellers and sailed in their longships to other parts of Europe, where they traded, raided and sometimes settled. The people of Britain called the invaders 'Danes' because many came from Denmark, but they also came from Norway and Sweden. Vikings were also known as Norsemen.



Year 6

Black British History

Big Question: How have attitudes towards black people in Britain changed over time?

Vocabulary		
1	transatlantic slave trade	Part of the global slave trade that transported between 10 and 12 million enslaved Africans across the Atlantic Ocean to the Americas from the 16 th to 19 th centuries.
2	Middle Passage	The part of the journey for slaves across the Atlantic Ocean. They were chained and loaded into overcrowded ships. Many thousands of enslaved people died on these Royal African Company ships before they reached the West Indies .
3	Triangular Trade Route	The trade route from Europe to Africa to the Americas.
4	slave plantation	An agricultural farm that used enslaved people for labour.
5	British Abolitionist Movement	The movement in the late 18 th and early 19 th centuries to abolish slavery.
6	campaign	A series of organised activities and events intended to achieve a result.
7	colonies	Territories under the leadership of the British crown.
8	The Windrush Generation	People who arrived in the UK from the colonies between 1948 and 1971.
9	Black History Month	This takes place during the month of October and celebrates the heritage and culture of black people and their contribution to British society.



Ivory Bangle Lady is the most famous skeleton discovered in York. She is believed to have been mixed race. She was buried with expensive luxuries. She shows the **diversity** of the **Roman Empire** and also challenges perceptions that all black Romans in Britain were slaves.



John Blanke is the earliest black person in Britain whose face we know. He was a trumpeter in the royal Court of Henry VIII.



John Hawkins lived in the 1560s. He traded slaves for commodities such as fish. Hawkins followed the triangular trade route.



Ignatius Sancho was the first black person of African origins to vote in parliamentary elections and became a symbol of the humanity of Africans and immorality of the slave trade. He became a composer and shopkeeper.



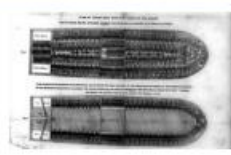
Olaudah Equiano supported the British abolitionist movement and tried hard to get the slave trade abolished in the 1780s.



William Wilberforce led a campaign in Parliament for the abolition of the slave trade.

Captain Thomas Drake. In March 1824, the MP for Amersham presented a petition for the abolition of slavery from his Amersham constituency.

AD 253- 258 African unit of Roman soldiers, Aurelian Moors, stationed on Hadrian's Wall.	AD 1485- 1603 Black people lived as 'free people' in Tudor Britain.	The Slave Trade existed from the 16 th to 19 th centuries. The cities of Bristol, London and Liverpool were key places in the UK.	1807 Abolition of Slave Trade. Although 700,000 slaves remained in horrendous conditions in the colonies.	1939 350,000 black people serve Britain in World War 2. Throughout the war, Africa contributed 1 million men to the conflict.	1948 the government gives people living in the colonies the right to live and work in the UK. Windrush - the name of the first ship to arrive.	2013 Black Lives Matter The movement that aims to fight racism and injustice
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World War 2

Big Question: What were the priorities for the British Government during World War 2?

Timeline of key events		
1939	1 st September 1939	German troops invade Poland
	3 rd September 1939	British Prime Minister declares war on Germany
	29 th September 1939	Introduction of rationing
1940	September 7 th 1940 (until May 1941)	Air raids started bombing British cities, known as the Blitz. 32,000 civilians killed and 87,000 seriously injured.
	26 th May- June 24 th 1940	The evacuation of 340,000 allied troops from Dunkirk .
	10 th July 1940	The Battle of Britain begins
1941	22 nd June 1941	Germany invades the USSR
	7 th December	Japan bombs Pearl Harbor in the US
1943	16 th and 17 th May 1943	The Dambusters bombing raid is carried out.
1944	6 th June 1944	British and USA troops successfully land on beaches in Normandy . This is known as D-Day .
1945	27 th January 1945	Soviet troops liberate Auschwitz where 960,000 Jews and other minority groups had been killed in gas chambers.
	7 th May 1945	Germany surrenders to the allies.
	8 th May 1945	Winston Churchill announces Victory in Europe (VE Day)
	6 th August 1945	First atomic bomb dropped on Hiroshima , Japan by the USA killing 78,000.

Who was involved?	
Axis	Allies
Germany Adolf Hitler	Britain Neville Chamberlain Winston Churchill
Japan Hirohito	France Charles de Gaulle
Italy Mussolini	America Franklin D. Roosevelt
	USSR Joseph Stalin



Vocabulary		
1	treaty	A written agreement between two or more countries.
2	evacuate	To move people from a dangerous place to somewhere safe.
3	ration	Giving someone a set amount of something because there is very little available.
4	conscription	System in which people are made to join the army.
5	siren	Makes a loud warning sound.
6	dictator	A leader who has complete power and has not been elected.
7	military	The armed forces- includes the army, the navy and the air force.
8	civilian	Someone who is not a member of the military or police.
9	morale	The amount of confidence or hope that people feel for the future.
10	invasion	Entering somewhere by force in order to control.
11	Home front	The support of the nation's civilians when at war including the Women's Land Army , Dig for Victory and Make do and Mend .
12	Nazi	The Nazi party were a political group that ruled Germany between 1933 and 1945. They were fascist .
13	Holocaust	The mass murder of Jews under the Nazi rule (1941-1945). More than 6 million Jews, as well as members of other minority groups were murdered at concentrations camps.
14	concentration camp	A place where people are held as prisoners. Unlike in actual prisons, the people are not there because they have done anything wrong. Instead they are members of a group that the government wishes to punish or control.
15	propaganda	Information designed to promote a political idea or opinion.