

# Seething and Mundham Primary School History Curriculum

## Intent

Our History curriculum is designed to provide our young people with the skills and knowledge to encourage critical thinking and debate by working together so that in their future they will be better placed to make informed decisions for a brighter future.

## Implementation

- Each key stage focuses on different period in history to ensure continued interest in the subject as well as acquiring new knowledge.
- The lessons are designed to ask questions which develop a moral understanding in which to debate different perspectives on historical events.
- Children will think critically to apply their understanding of the past to a modern day or future situation.
- All classrooms have access to visual timelines to ensure prior knowledge is referred to and built upon.
- The learning environment will be consistent with key vocabulary displayed in the classroom for children to refer to.

## Impact

Teachers have high expectations and more quality evidence can be presented in a variety of ways. Children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters specified. Children improve their enquiry skills and inquisitiveness about the world around them.

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## EYFS

### Understanding the world and ELG:

- Begin to make sense of their own life-story and family's history.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

## KS1

### **National Curriculum:**

- Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell, Millicent Fawcett, Emmeline Pankhurst]
- Significant historical events, people and places in their own locality [For example, Horatio Nelson and Edith Cavell.]

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EYFS	Area of study	Year 1	Area of study	Year 2
<p>Begin to make sense of their own life-story and family's history</p> <p>Comment on images of familiar situations from the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Talk about the lives of people around them and their roles in society</p>	Local History	<p><b>National Curriculum Expectations:</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>learn about significant historical events, people and places in their own locality. -Throughout, they will address questions about change and continuity as well as cause and consequence.</li> </ul> <p><b>Core Knowledge -</b> Seething and Mundham children will:</p> <p><b>Identify and describe</b> the main external features of Norwich castle as it exists today. <b>Identify, locate and describe</b> the main internal features of the castle as they existed around 1066 and 1075 when the castle was built. Give a <b>variety of reasons</b> why Norwich makes such a suitable location for a castle. <b>Make comparisons</b> with other castle locations and suggest <b>similarities</b> and <b>differences</b>.</p> <p><b>Vocabulary: timeline, similarity, difference, primary evidence, secondary evidence, chronological, castle, Norfolk, Norwich, interior, exterior.</b></p>	Charles	<p><b>National Curriculum Expectations:</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>learn about events beyond living memory that are significant nationally or globally.</li> <li>They will also learn about historical events in their locality (as part of the local history topic.) -Throughout, they will address questions about change and continuity (Learn about changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life) as well as cause and consequence.</li> </ul> <p><b>Core Knowledge -</b> Seething and Mundham children will:</p> <p><b>Describe and evaluate</b> why Britain went to war with Germany in 1914. <b>Explain</b> how the First World War affect the lives of the people in Norfolk. <b>Identify and describe</b> against whom Britain was fighting and where many of the battles were taking place in France. <b>Describe</b> how people communicated at the time of the First World War and <b>suggest reasons</b> why messenger pigeons were so important to the military. <b>Describe and explain</b> why Charles was sent to prison for six months in 1916. <b>Describe and give reasons</b> for these changes. <b>Describe</b> different ways in which horses were used and <b>give reasons</b> why they were so important to the war effort. <b>Compare and contrast</b> the ways that animals were used during the First World War with how they are used today by rescue and support services.</p> <p><b>Vocabulary: homing pigeon, punishable, defence, public, government, requested, suppression, conviction, realm, imprisonment, annotate, summarise, communication, cipher, artillery, propaganda, patriotic, artillery, cavalry, reconnaissance, memorial, commemorate.</b></p>

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<p>Know some similarities and differences in things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Hinterland Knowledge:</b>  <b>Describe</b> the work of archaeologists, <b>compare and contrast</b> a range of different artefacts to <b>suggest reasons</b> for their significance.</p> <p><b>Experiences &amp; Provocations:</b>  Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>Looking at non-fiction photographs and videos of historical events and being given the chance to analyse these.</li> <li>Visit Norwich Castle.</li> </ul>	<p><b>Hinterland Knowledge:</b>  <b>Give reasons</b> why fireflies were important to a soldier in the trenches during the First World War.  <b>Recognise</b> some of the ways in which the First World War changed how adults were able to behave in Britain.  <b>Know and understand through explanation</b> some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today.</p> <p><b>Experiences &amp; Provocations:</b>  Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>Photographs</li> <li>Articles</li> <li>Records</li> </ul>
<p><b>Vocabulary: now, then, yesterday, today, tomorrow, last week, younger, older, before, after, past, present, future, unique, different, similar, tradition, culture, language, home, life, beliefs, customs, family</b></p>	<p>1960s Toys <b>National Curriculum Expectations:</b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li>learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  -Throughout, they will address questions about change and continuity as they will learn about changes to toys and games.</li> </ul> <p><b>Core Knowledge -</b>  Seething and Mundham children will:</p> <p><b>Identify and describe</b> some of the ways in which historians divide up time.  <b>Complete and describe</b> a simple timeline of some important historic events of the 20<sup>th</sup> century.  <b>Identify and describe</b> some of the historical events that occurred in Britain during the 1960s.  <b>Describe</b> how children would have played with their favourite toys and games in the 1960s.  <b>Compare and contrast</b> popular toys and games of the 1960s with those of today <b>identifying</b> similarities (continuity) and differences they observe (change.)  <b>Describe</b> how Wi-Fi enabled toys and games work and <b>recognise</b> why they didn't exist in the 1960s.  <b>Describe</b> why giving personal information to Wi-Fi enabled toys could put their privacy and safety at risk.  Devise questions and interview some people who lived in the 1960s and <b>describe and present</b> their information to others.</p> <p><b>Vocabulary: similarity, difference, comparison, evidence, primary evidence, secondary evidence, wi-fi, toys, electronics, significant, internet.</b></p>	<p>Sappho <b>National Curriculum Expectations:</b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li>learn about events beyond living memory that are significant nationally or globally.  -Throughout, they will address questions about cause and consequence.</li> </ul> <p><b>Core Knowledge -</b>  Seething and Mundham children will:</p> <p><b>Identify, describe and suggest reasons</b> for some of the ways in which people lived in Pompeii.  <b>Describe</b> what a typical day in the life of Sappho might have been and <b>suggest reasons</b> why we know this.  <b>Describe</b> what an 'empire' is and <b>identify and locate</b> the modern-day countries that were once part of the Roman Empire.  <b>Describe</b> the causes and effects of the eruption of Vesuvius in AD 79.  <b>Describe and suggest reasons</b> how a range of smaller artefacts would have been used.  <b>Compare and contrast</b> the trustworthiness of the account of Pliny with that of the painting by Briulov as evidence of what occurred at Pompeii.  <b>Describe</b> how archaeologists have created plaster casts of their bodies.</p> <p><b>Vocabulary: empire, emperor, volcano, magma, lava, erupt, merchant, BC, AD, before Christ, anno Domini, CE, BCE, decade, century, millennium.</b></p>

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	<p><b>Hinterland Knowledge:</b>  <b>Describe</b> what Tim Berners-Lee invented in 1989 and <b>suggest reasons to explain</b> how this has affected toys, games and other aspects of life since then.  <b>Recognise, describe</b> and <b>explain</b> how they can use Wi-Fi-enabled toys and games safely and securely.  <b>Describe, collate and compare and contrast</b> the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories).</p> <p><b>Experiences &amp; Provocations:</b>  Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>Meeting some people who experienced the 1960s first hand to discuss what it was like.</li> <li>See and have the chance to use 1960 toys first hand.</li> </ul>	<p><b>Hinterland Knowledge:</b>  <b>Identify</b> and <b>describe</b> the main larger buildings of Pompeii based on artistic and digital reconstructions.  <b>Identify, describe</b> and <b>suggest reasons</b> for the use of a range of smaller artefacts excavated by archaeologists at Pompeii.  <b>Describe</b> and <b>give reasons</b> for the significance of one piece of personal primary historical evidence.  <b>Describe</b> one piece of personal secondary historical evidence and <b>explain</b> some of the ways in which it tells us about the lives of people at some point in the past.</p> <p><b>Experiences &amp; Provocations:</b>  Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>Photographs</li> <li>Enactment Day</li> </ul>
Great Explorers	<p><b>National Curriculum Expectations:</b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li>learn events beyond living memory that are significant nationally or globally.</li> <li>They will learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul> <p><i>-Throughout, they will address questions about similarity and difference (between ways of life in different periods) as well as significance (significance of the individual in history.)</i></p> <p><b>Core Knowledge -</b>  <u>Seething and Mundham children will:</u>  <b>Describe</b> the achievements of Ranulph Fiennes.  <b>Describe</b> the achievements of Amy Johnson and <b>suggest reasons</b> why they are particularly remarkable.  <b>Describe</b> some voyages and discoveries of Columbus and <b>suggest reasons</b> why he was able to accomplish so much.  <b>Describe</b> the events leading up to the Moon landing and <b>suggest reasons</b> why Armstrong was able to accomplish this.  <b>Describe</b> the qualities that astronauts travelling to Mars will require and <b>compare and contrast</b> these with those of Fiennes, Johnson and Columbus.</p> <p><b>Vocabulary:</b> similarity, difference, comparison, evidence, primary evidence, secondary evidence, archaeologist, excavate, artefacts, explorer, significant, voyage, world, space, expedition.</p>	History Makers <p><b>National Curriculum Expectations:</b>  <i>Children will:</i></p> <ul style="list-style-type: none"> <li>learn about events beyond living memory that are significant nationally or globally</li> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul> <p><i>-Throughout, they will address questions about similarities and differences and significance.</i></p> <p><b>Core Knowledge -</b>  <u>Seething and Mundham children will:</u>  <b>Describe</b> and <b>explain</b> who Edith Cavell was and why she was important.  <b>Know</b> about the important role Edith Cavell paid in WW1 (historically significant event.)  <b>Know</b> about how important nurses are during wars.  <b>Explore</b> how nursing has changed over time.  <b>Create</b> a timeline demonstrating the significance of Edith Cavell's life.  <b>Identify, describe</b> and <b>compare</b> other nurses throughout history, such as Mary Seacole and Florence Nightingale.</p> <p><b>Vocabulary:</b> Protestant, Catholic, parliament, House of Lords, plot, arrested, tortured, executed, effigies, chronological, timeline, old world, new world, conspiracy, assassinate, primary and secondary source.</p>

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	<p><b>Hinterland Knowledge:</b> Through personal research, <b>describe</b> the achievements of another major explorer and <b>identify, give reasons</b> and <b>begin to explain</b> the ways of life of most people in the historic period in which they lived.</p> <p><b>Experiences &amp; Provocations:</b> Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• looking at non-fiction photographs and videos of historical events and being given the chance to analyse these.</li> </ul>	<p><b>Hinterland Knowledge:</b> Know about what Wymondham was like during the time of Edith Cavell.</p> <p><b>Experiences &amp; Provocations:</b> Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• Nurse visitor</li> <li>• Visit the Edith Cavell memorial at Norwich Cathedral</li> </ul>
Local History	<p><b>National Curriculum Expectations:</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>○ <i>learn about significant historical events, people and places in their own locality.</i> <i>-Throughout, they will address questions about similarities and differences and significance.</i></li> </ul> <p><b>Core Knowledge -</b> <u>Seething and Mundham children will:</u> <b>Describe</b> what occurred at the battle of Trafalgar. <b>Describe</b> and <b>give reasons</b> why Admiral Horatio Nelson became a hero. <b>Explain</b> why such historical evidence of people in the past can have many <b>different interpretations</b>. <b>Describe the reasons</b> why the English navy were successful at the Battle of Trafalgar and <b>explain</b> the actions that Nelson gave to demonstrate he was a successful commander.</p> <p><b>Vocabulary: Battle, Trafalgar, Nelson, battle, ship, artefacts, similarities, differences, commander, ship, navy, admiral</b></p> <p><b>Hinterland Knowledge:</b> <b>Describe</b> the work of archaeologists, <b>compare and contrast</b> a range of different artefacts to <b>suggest reasons</b> for their significance.</p> <p><b>Experiences &amp; Provocations:</b> Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• Looking at non-fiction photographs and videos of historical events and being given the chance to analyse these.</li> </ul>	

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	Kings and Queens	<p><b>National Curriculum Expectations:</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. -Throughout, they will address questions about similarities and differences and significance.</li> </ul> <p><b>Core Knowledge -</b> <u>Seething and Mundham children will:</u> <b>Identify</b> and <b>find out</b> about some important British monarchs. <b>Know</b> how the title of king or queen is inherited. <b>Know</b> some facts about the life of Richard III. <b>Know</b> about what kings and queens ate during medieval banquets. <b>Compare</b> the lives of Elizabeth I and Queen Victoria</p> <p><b>Vocabulary:</b> King, Queen, ruler, banquet, medieval, significant, region, inherited, regal, reign, rule, crown, throne</p>		
	Travel and Transport	<p><b>National Curriculum Expectations:</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -Throughout, they will address questions about change and continuity as they will learn about changes to toys and games.</li> </ul> <p><b>Core Knowledge -</b> <u>Seething and Mundham children will:</u> <b>Know</b> the different ways in which travel and transport has changed from past to present. <b>Explore</b> how cars have changed since they were invented. <b>Find out</b> facts about George Stephenson's life and inventions. <b>Find out</b> about the Wright brothers and the invention of the aeroplane. <b>Compare</b> travel and transport of the past, present and future.</p> <p><b>Vocabulary:</b> transport, travel, bicycle, penny farthing, sailboat, omnibus, horse and carriage, hot air balloon, flight, steam train, railway, aeroplane, bus, helicopter, Wright brothers, George Stephenson, space shuttle, petrol, electric, engine, supersonic</p>		



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