

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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LKS2

National Curriculum:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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Area of study	Cycle A	Area of study	Cycle B
Stone Age	<p>National Curriculum Expectations: Children will learn about changes in Britain from the Stone Age to the Iron Age i.e. the late Neolithic hunter-gatherers and early farmers. They will address questions about change, cause, similarities and differences and significance.</p> <p>Seething and Mundham children will:</p> <p>Describe some of the ways of life associated with Ancient Britons. Describe the difference between <i>history</i> and <i>prehistory</i> and recognise that the Stone Age ended approximately 4,500 years ago at the beginning of the Bronze Age. Reconstruct in an annotated drawing what the family may have been doing and describe and explain their reasoning. Describe what an artefact is and explain how archaeologists use them to infer how people may have lived in the past. Describe the features of such camps and explain how and why they would have been different; Describe and explain some of the important ways in which life for Ancient Britons changed during the Stone Age.</p> <p>Vocabulary: Chronology, sequence, primary/secondary source, evidence, legend, folklore, artefact, representation, Stone-age, pre-history, prehistoric, Paleolithic, Neolithic, BC/AD, BCE/CE, archaeologist, archaeology, nomadic, hunter-gatherer.</p> <p>Hinterland Knowledge:</p> <p>Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence)</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Exploring ancient artefacts such as sketches, sculptures, figurines, and hieroglyphics • Using journal entries • Photos 	Romans	<p>National Curriculum Expectations: Children will learn about the Roman Empire and its impact on Britain i.e. successful invasion by Claudius and conquest, British resistance e.g. Boudica, 'Romanisation' of Britain. They will address questions about change, cause, similarities and differences and significance.</p> <p>Seething and Mundham children will:</p> <p>Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius. Describe and explain why Emperor Claudius to invaded Britain in AD 43. Describe who Boudica was and explain why she was so successful at fighting the Romans. Compare and contrast the armies of Boudica and the Roman governor Paulinus and reach a judgement about the likely outcome of a battle between them. Describe the main design features of Hadrian's Wall. Identify, describe and explain the main features of the layout of typical Roman towns.</p> <p>Vocabulary: Roman, empire, invasion, conquer, civilized, civilization, Barbarian, Rome, settlements, farming, village, Emperor, Italy.</p> <p>Hinterland Knowledge:</p> <p>Understand through explanation the difference between historical evidence and legends and folklore. Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood. Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain. Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Exploring ancient artefacts such as sketches, sculptures, figurines, and hieroglyphics • Using journal entries • Photos • Use maps

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<p>Bronze Age</p>	<p>National Curriculum Expectations: <i>Children will learn about changes in Britain from the Stone Age to the Iron Age i.e. the Bronze Age religion, technology and travel such as Stone Henge. They will address questions about change, cause, similarities and differences and significance.</i></p> <p>Seething and Mundham children will: Describe and explain how bronze is smelted from copper and tin which heralded the end of the Stone Age in Britain. Describe and explain what a range of artefacts suggest about how people lived during the Bronze Age. Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer. Compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout. Describe the form and layout of Merrivale and reach a judgement regarding its purpose. Reach a judgement regarding what some of these additional features may have been. Describe and explain their ideas as to the purpose of ceremonies at Merrivale.</p> <p>Vocabulary: Chronology, sequence, primary/secondary source, evidence, legend, folklore, artefact, representation, Stone-age, Bronze-age, pre-history, prehistoric, Paleolithic, Neolithic, BC/AD, BCE/CE, archaeologist, archaeology, nomadic, smelting.</p>	<p>Anglo Saxons</p>	<p>National Curriculum Expectations: <i>Children will learn about Britain's settlement by Anglo-Saxons and Scots i.e. Roman withdrawal from Britain in AD 410; Anglos-Saxon invasions settlements and Kingdoms: place names and village life; and Anglo Saxon art and culture. They will address questions about change, cause, similarities and differences and significance.</i></p> <p>Seething and Mundham children will: Describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain for ever. Describe and explain why Anglo-Saxon settlers chose to live in rural villages rather than the towns and cities abandoned by the Romans; Describe and explain some of the religious beliefs and practices of the Anglo Saxons. Describe and explain why the people of Britain began converting to Christianity after the visit of Augustine in 596. Describe and explain some of the most important changes that occurred to buildings and ways of life. Identify and describe the most important artefacts discovered in the Anglo Saxon ship burial at Sutton Hoo and explain what they suggest about the identity and life of the person buried in it.</p> <p>Vocabulary: Anglo-Saxon, paganism, Christianity, noblemen, Kingdom, Pope, Catholicism, church, abbey, priory, monastery, monk, nun, Viking, Norway, Sweden, Denmark, Norsemen, Scandinavian, raiders, climate, legacy, myth, longship, medieval, Angles, Saxons, Jutes.</p>
	<p>Hinterland Knowledge: Based on their knowledge with additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Exploring ancient artefacts such as sketches, sculptures, figurines, and hieroglyphics • Using journal entries • Photos 		<p>Hinterland Knowledge: Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed. Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings.'</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Exploring ancient artefacts such as sketches, sculptures, figurines, and hieroglyphics and photos • Using journal entries • Use maps

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<p>Iron Age</p> <p>National Curriculum Expectations: <i>Children will learn about changes in Britain from the Stone Age to the Iron Age i.e. the Iron Age forts, tribal kingdoms and culture. They will address questions about change, cause, similarities and differences and significance.</i></p> <p>Seething and Mundham children will: Describe and explain the main features of an iron Age hill fort. Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included; Describe and explain the main features of an Iron Age roundhouse; Explain with the help of artefacts why archaeologists infer that the Iron Age was a violent time; Recognise and describe the importance of Iron Age stagers.</p> <p>Vocabulary: Chronology, sequence, primary/secondary source, evidence, legend, folklore, artefact, representation, Stone-age, Bronze-age, Iron-age, pre-history, prehistoric, Paleolithic, Neolithic, BC/AD, BCE/CE, archaeologist, archaeology, nomadic, hill fort, roundhouse.</p>	<p>Vikings</p>	<p>National Curriculum Expectations: <i>Children will learn about The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor i.e. Viking raids and invasion, resistance by Alfred the Great. They will address questions about change, cause, similarities and differences and significance.</i></p> <p>Seething and Mundham children will: Describe the reasons for the attack on the Holy Island of Lindisfarne in 793AD by people referred to today as ‘the Vikings’ Suggest reasons why people in Britain called the invading Norsemen ‘Vikings’ Empathise with the people of Lindisfarne and the Kingdom of Northumbria as Norse attacks became more frequent and destructive. Describe and give reasons for the main design features of a Norse longship. Describe and suggest reasons for the Norsemen settling in these areas. Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed. Describe and explain how King Alfred resisted and overcame the threat of the Norsemen.</p> <p>Vocabulary: Viking, longship, Norse, attacks, Lindisfarne, Northumbria, Kingdoms, Norsemen, myth, folklore, legends.</p>
<p>Hinterland Knowledge: Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence. Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Exploring ancient artefacts such as sketches, sculptures, figurines, and hieroglyphics • Using journal entries • Photos 		<p>Hinterland Knowledge: Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14th October 1066 Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Exploring ancient artefacts such as sketches, sculptures, figurines, and hieroglyphics • Using journal entries • Use maps • Photos



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