

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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UKS2

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 : a significant turning point in British history, for example, the Battle of Britain
- 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
Trojan Horse	<p>National Curriculum Expectations: Children will study Ancient Greece – a study of Greek life and achievements and their influence on the western world. They will address questions about change, cause, similarities and differences and significance.</p> <p>Core Knowledge - Seething and Mundham children will: Explain which event historians believe Virgil was writing about. Locate and describe the main regions and cities of Ancient Greece. Explain why historians believe that many of the stories of Ancient Greece may be fictitious. Describe and explain the main events of the story of the siege of Troy. Evaluate and critique the different sources of evidence which supposedly depict a Trojan Horse. Evaluate and critique alternative evidence as to what the Trojan Horse may have been.</p> <p>Vocabulary: Sparta, Aegean, authentic, authenticity, authenticate, government, siege, fact, legend, myth, archaeologist, excavate, Poseidon, mutiny.</p> <p>Hinterland Knowledge: Review and evaluate the ‘historical’ evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Class book – ‘who let the Gods out?’ • Written accounts • Artefacts and photographs 	Battle of Britain	<p>National Curriculum Expectations: Children will study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 i.e. the Battle of Britain. They will address questions about change, cause, similarities and differences and significance.</p> <p>Core Knowledge - Seething and Mundham children will: Describe the events leading up to the Battle of Dunkirk and explain what happened during and at the end of the fighting. Explain why Britain faced the possibility of invasion and reach a judgement about how serious the threat was. Explain why Hitler needed to defeat the Royal Air Force before launching an attack. Describe and evaluate the various factors which contributed to the Royal Air Force winning the Battle of Britain and reach a judgement as to which of these they feel were most significant.</p> <p>Vocabulary: victory, Nazi, allies, allied, Dunkirk, Hitler, invasion, supremacy, territory, surrender, occupied, territories, parliament, Churchill, significance.</p> <p>Hinterland Knowledge: Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Exploring texts and stories, both fictional and factual, to find out more about the Battle of Britain • Using maps to locate where the Battle of Britain took place • Using photographs and artefacts

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Mayans

National Curriculum Expectations:

Children will learn about a non-European society that provides contrasts with British history i.e. Mayan civilization c. AD 900. They will address questions about change, cause, similarities and differences and significance.

Core Knowledge -

Seething and Mundham children will:

Identify, locate and **describe** the region of the world in which Maya people live and **explain** using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like.

Identify, describe and provide **reasons to explain** the occupations of modern Maya people. Refer to primary evidence to **identify** and **describe** the lost jungle cities of the Maya and reach a **judgment** as to their purpose, **justifying their reasoning**.

Understand through **explanation** the purpose of the ancient Maya city of Chichen Itza.

Infer using **reasoning** and **informed judgment** the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – **justifying their conclusions**.

Evaluate and synthesise a range of ideas to reach a **judgment** as to the likely cause or causes of the gradual abandonment of the Maya jungle cities and **justify their conclusions**

Vocabulary: Mayan, kingdom, ceremonial, ceremonious, civilization, rituals, hieroglyphs, hieroglyphics, constellations, synthesis, equatorial, tropical, climate, discover.

Hinterland Knowledge:

Explain the social and religious importance of the Maya ball game pok-a-tok.

Describe the system of terraced farming used by the Maya in mountainous areas and **explain** why this method helped to stop the precious soil being eroded or washed away.

Experiences & Provocations:

Pupils will experience the curriculum by:

- Exploring ancient artefacts such as sketches, sculptures, figurines, and hieroglyphics
- Using journal entries
- Using maps

Shang
Dynasty

National Curriculum Expectations:

Children will learn about the achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and an in-depth study of the Shang Dynasty of Ancient China.

They will address questions about change, cause, similarities and differences and significance.

Core Knowledge -

Seething and Mundham children will:

Explain why these so called ‘dragon bones’ turned out to be of great historical importance.

Explain how Shang rulers would have used oracle bones.

Describe and explain what life was like for people in different sections of Shang society. **Compare and contrast** the lives of people in different sections of Shang society

Reach a judgement regarding the most important qualities required by a ruler and **compare and contrast** those shown by King Cheng Tang and King Di Xin.

Reach a judgement from the evidence of tomb artefacts about the likely identity of the occupant of an important tomb discovered in 1976.

Vocabulary: Ancient, dynasty, dynastic, kingdom, Shang Dynasty, society, wealth, ruler, compare, contrast, artefacts, tomb, archeology.

Hinterland Knowledge:

Describe and **explain** the achievements of Queen Elizabeth I as queen of England to **evaluate** the leadership qualities she possessed and **reach a judgement** about why she was such an effective leader.

Experiences & Provocations:

Pupils will experience the curriculum by:

- Photographs
- Sculptures
- Maps
- Drawings
- Statues
- Books
- Artistic reconstructions
- Artefacts

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<p>British Empire</p> <p>National Curriculum Expectations: <i>Children will study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the British Empire.</i> <i>They will address questions about change, cause, similarities and differences and significance.</i></p> <p>Core Knowledge - Seething and Mundham children will:</p> <p>Locate the places that were part of the British Empire and explain what it meant to be a colony.</p> <p>Describe and explain why Britain wanted an empire.</p> <p>Describe and explain why the British Empire no longer exists.</p> <p>Explain and reach a judgement about why Britain went to war.</p> <p>Describe and explain what the Commonwealth is.</p> <p>Vocabulary: Expansion, decline, empire, imperialism, dominion, Commonwealth, colonies, independence, territories, defense, sovereign, minerals, missionary, convert, government, politician, savages, exploitation, slavery, abolish, monarch, separation, withdrawal, moral, possession, unnatural, domination.</p>	<p>Kett's Rebellion</p>	<p>National Curriculum Expectations: <i>Children will carry out a local history study - a study of an aspect of history or a site dating from a period of beyond 1066 that is significant in the locality i.e. Kett's Rebellion.</i> <i>They will address questions about change, cause, similarities and differences and significance.</i></p> <p>Core Knowledge - Seething and Mundham children will:</p> <p>Analyse and explain different causes of the rebellion in 1549.</p> <p>Describe and explain who Robert Kett was and how he was significant in the rebellion;</p> <p>Justify and explain whether Kett's Rebellion was threatening to Somerset's government;</p> <p>Compare and contrast any similarities and differences in rebellions at this time;</p> <p>Explain how the rebels were able to take control of Norwich and describe how they were overthrown;</p> <p>Describe and explain the consequences for the Rebellion.</p> <p>Vocabulary: Kett's Rebellion, cause, compare, contrast, similarities, difference, rebels, overthrown, Norwich, Norfolk, consequences.</p>
<p>Hinterland Knowledge:</p> <p>Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Photographs • Sculptures • Maps • Statues • Books • Paintings 		<p>Hinterland Knowledge:</p> <p>Empathise with those who were led into Kett's rebellion and evaluate why they fell into the rebellion.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Visiting the Wymondham heritage museum or Strangers Hall • Using artefacts, such as murals, sketches, engravings, paintings, statues, and sculptures • Looking at articles, recounts, and reports • Drama



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