

## Higher Bebington Junior School History Curriculum

### 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 History – key stages 1 and 2
- 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.

### History at Higher Bebington Junior School




**Historical Intent:** History is taught in a chronological context with a focus on both subject disciplinary knowledge and substantive knowledge. The threads of children and society run through all our history topics. The curriculum is carefully designed so that children can make connections both between and within the areas taught which will enable them to retain knowledge, vocabulary and key concepts as well as helping them make sense of history. Our aim is that children will be able to discuss the area of history in some depth as well as having an understanding of what it is to think and behave like a historian. Key knowledge has been carefully mapped out so that children have an understanding of other civilisations that contributed positively to Great Britain and left a legacy that shaped our current lives and ways of working. Through this learning about our past, children will gain an understanding of our present and future as well as an understanding of the importance of British Values.

**Implementation:** Children are taught about how to use and apply disciplinary knowledge through the use of primary and secondary sources, images and photographs, handling original or reproduced artefacts, visits to historical places and using first and second hand accounts. Children will build on their substantive knowledge of historical events and periods through mix of direct teaching and an enquiry based learning approach. There is a focus on reoccurring concepts and vocabulary to help children to retain their historical knowledge, making connections between past learning and helping them make sense of future learning.

**Impact:** Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Children can express what they know, remember and can do in a range of creative ways that showcases the substantive knowledge they have gained throughout the topic. They are able to articulate what a historian does and how they behave. They will know that historians cannot be certain and that the validity of evidence need to be considered when seeking answers.

Year Group	Autumn	Spring	Summer
<b>Year 3</b>	<b>Moving chronologically from Prehistoric Britain through to the Romans.</b>		
Local area links Chester	<u>Passport to Europe</u> – <i>Geography based unit of work</i>	<u>What Were the Changes in Britain from the Stone Age to the Iron Age?</u>  <i>Changes in Britain from the Stone Age to the Iron Age</i>	<u>What was the Impact of the Roman Empire on Britain?</u>  <i>The Roman Empire and its impact on Britain</i>
Global Learning Goals		   	   
Key Knowledge		<ul style="list-style-type: none"> <li>Understanding the daily life of people during the Stone Age</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the rise of the Roman Empire.</li> </ul>








		<ul style="list-style-type: none"> <li>Gain a broad overview of life during the Stone Age and Iron Age</li> <li>Understand the roles of men and women in society during the Stone Age</li> <li>Make comparisons between the Stone Age and the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Explaining why the Roman army was so powerful and successful.</li> <li>Understand how the Romans invaded Britain.</li> <li>Understanding the impact the Romans had on life in Britain- both at the time and in modern day (e.g. roads, laws, heating, cleanliness, names of places etc).</li> </ul>
<b>Links to prior/future knowledge</b>		<p>Knowledge of society.</p> <p>Geography focused topic Passport to Europe looks at key stone age sites around Europe</p>	<p>Knowledge of society.</p> <p>Knowledge of settlement/invasions</p>
<b>Substantive Vocabulary</b>		Pre-history, hunter-gatherer, Palaeolithic, Mesolithic, Neolithic, tribe, celt, bronze, roundhouse, hillfort, druid, wattle and daub	Empire, toga, aqueduct, coliseum, centurion, emperor, amphitheatre, gladiator, centurion, mosaic,
<b>Lower Key Stage 2 Disciplinary Vocabulary</b>	Artefact, reliable evidence, unreliable evidence		
<b>Year 4</b>	<b>Building on the knowledge gained about the Romans, children gain new knowledge about the Anglo Saxons and Vikings. Year 4 also learn about an ancient civilization- Egypt</b>		
<b>Local area links</b>  Local Wirral Anglo Saxon and Viking settlements  The Battle of Brunanburh	<u><b>What Were the Effects of Anglo-Saxon, Viking and Scots Settlement in Britain</b></u>  <i><b>Britain's settlement by Anglo-Saxons and Scots</b></i>	<u><b>What Were the Secrets of the Tomb?</b></u>  <i><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations</b></i>	<u><b>Why is Liverpool such an Awesome Place to Live?</b></u>  – <i><b>Geography based unit of work</b></i>

<p>Trip to Liverpool World Museum Egyptian collection</p> <p>Trip to Museum of Liverpool / Maritime Museum</p> <p>How Liverpool has changed over time</p>	<p><b><i>The Viking and Anglo-Saxon struggle for the Kingdom of England</i></b></p>	<p><b><i>appeared and a depth study of Ancient Egypt</i></b></p>	
<p><b>Global Learning Goals</b></p>			
<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Know the differences between invading and settling.</li> <li>▪ Develop an understanding of Anglo Saxon invasions, settlements and life.</li> <li>▪ Know about the burial site of Sutton Hoo and its historical significance</li> <li>▪ Understand different aspects of Anglo Saxon life, including homes, clothing, food and leisure.</li> <li>▪ Explain the conflict between the Anglo Saxons and the Vikings. Understand the role of Alfred the Great and Danelaw.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Importance of the River Nile</li> <li>▪ Importance of social standing and how this affected your daily life</li> <li>▪ Discovery of the tomb of Tutankhamen by Howard Carter and the impact on history.</li> <li>▪ Building of the Pyramids</li> <li>▪ Significance of the Rosetta Stone</li> <li>▪ The significance of the Egyptian Gods and Goddesses</li> <li>▪ Burial Rituals</li> <li>▪ The significance of tomb paintings and hieroglyphics</li> <li>▪ Roles of men, women and children in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how Liverpool has changed over time</li> <li>• Understand the concept of change over time, with evidence, on a time line</li> <li>• Suggest causes and consequences of some of the main events and changes in history</li> </ul>

	<ul style="list-style-type: none"> <li>Explain about the evidence of Anglo Saxon and Viking invasion and settlement on the Wirral Peninsula.</li> </ul>		
<b>Links to prior/future knowledge</b>	<p>Building upon knowledge of roles in society from Year 3 and comparing to Anglo- Saxon &amp; Viking times.</p> <p>Builds on prior learning about invasions and settlements in Roman times.</p>	<p>Continuing knowledge of roles in society</p> <p>Knowledge of an ancient civilization- children can make links and comparisons between further ancient civilisations taught.</p>	
<b>Substantive Vocabulary</b>	Archaeologist, Sutton Hoo, Anglo-Saxons, Jutes, Frisians, Vikings, Scots, invade, settle, kingdom, conflict, Danelaw, conquer, raid, pillage, Lindisfarne, monastery, monk, Alfred the Great	Pharaoh, scarab, papyrus, scribe, amulet, canopic jar, sarcophagus, tomb, afterlife, hieroglyphics, mummification, irrigation, shaduf, sphinx, Egyptology, Egyptologist, ankh, pyramid, Rosetta Stone	
<b>Lower Key Stage 2 Disciplinary Vocabulary</b>	Artefact, primary evidence, secondary evidence, reliable evidence, unreliable evidence, civilisation		
<b>Lower Key Stage Two Milestones for Progress in History</b>			
<p><b>Investigate and interpret the past</b> <i>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</i></p>	<p><b>Build an overview of world history</b> <i>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different section</i></p>	<p><b>Understand chronology</b> <i>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</i></p>	<p><b>Communicate historically</b> <i>This concept involves using historical vocabulary and techniques to convey information about the past.</i></p>
<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>✓ Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>✓ Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>✓ Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare some of the times studied with those of other areas of interest around the world.</li> <li>✓ Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>this, along with evidence, on a time line.</p> <ul style="list-style-type: none"> <li>✓ Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• change</li> <li>• chronology</li> <li>✓ Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>
--	--	---	--









<b>Year 5</b>	<b>Build on core vocabulary and knowledge from previous learning about ancient civilisations to build new knowledge about Ancient Greece. The 20<sup>th</sup> century appears in preparation for History teaching in KS3/4 (Challenges for Britain, Europe and the wider world 1901 to present day) and is a local history study.</b>		
<b>Local area links</b>  Port Sunlight	<p style="text-align: center;"><b><u>What Gifts Did the Ancient Greeks Give Us?</u></b></p> <p style="text-align: center;"><i><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b></i></p>	<p style="text-align: center;"><b><u>Welcome to the Americas!</u></b></p> <p style="text-align: center;"><i><b>- Geography based topic</b></i></p>	<p style="text-align: center;"><b><u>What Impact did the Victorians Have?</u></b></p> <p style="text-align: center;"><i><b>Local History Study</b></i></p> <p style="text-align: center;"><i><b>(Victorians and Port Sunlight)</b></i></p>

<p><b>Global Learning Goals</b></p>	  		   
<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Understanding the history of the Olympics and comparing the Ancient and Modern Olympics</li> <li>▪ Comparing different city states- Athens and Sparta and their leaders and fighters.</li> <li>▪ Understanding democracy in the ancient city states</li> <li>▪ Describing everyday life in Ancient Greece for men, woman and children.</li> <li>▪ Understanding the significance of the Greek Gods to the Ancient Greeks</li> </ul>		<ul style="list-style-type: none"> <li>▪ Understand how the lives of wealthy people were different to the lives of poorer people</li> <li>▪ Explain the changes over time of a local area study (Port Sunlight)</li> <li>▪ Know who built Port Sunlight and why</li> <li>▪ Explain the effects of the building of Port Sunlight on the society who lived there.</li> <li>▪ Explain how the British Empire had an impact on Britain today.</li> <li>▪ Explain how Queen Victoria's reign changed Britain</li> </ul>

<b>Links to prior/future knowledge</b>	Continuing knowledge of roles in society and comparing this to other areas studied.  Comparing links between significance of Ancient Egyptian Gods and Ancient Greek Gods.		Continuing knowledge of roles in society.
<b>Substantive Vocabulary</b>	Democracy, acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy, agora, Hellenistic, aristocrat, Phlanz, mythology, column, Hoplite, peninsula, oracle, terraced		British Empire, industrialised, industrialisation, industrial revolution, Great Exhibition, Reign, trade, import, export, poverty, natural resources, Queen Victoria, Victorian, British Empire, Charles Darwin, Lord Shaftesbury, inventors, Port Sunlight, Lord Leverhulme

<b>Year 6</b>	<b>Build on core vocabulary and knowledge from previous learning about ancient civilisations to build new knowledge about Benin. Knowledge continues to be gained about an aspect of Britain after 1066. Again this prepares pupils for the KS3/4 history curriculum.</b>		
<b>Local area links</b>  Stockport Air Raid Shelters  How Birkenhead & surrounding areas we affected (shipping, docks)  Liverpool, the slave trade and the Benin Bronzes  Birkenhead- Andre Irvine’s ascent of Mount Everest	<u><b>Why was Battle of Britain a Turning Point in World War 2?</b></u>  <i><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b></i>	<u><b>How are Benin and Liverpool Historically Connected?</b></u>  <i><b>A non-European society that provides contrasts with British history- Benin (West Africa) c. AD 900-1300.</b></i>	<u><b>What makes the Great Outdoors so Great?</b></u>  - <i><b>Geography based topic</b></i>



<p><b>Global Learning Goals</b></p>	   	   	
<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Know the key events and dates in the Battle of Britain</li> <li>▪ Understand the significance of the Battle of Britain in World War Two</li> <li>▪ Explain how the local area was affected by World War Two</li> <li>▪ Explain the changing roles of women in society during World War Two</li> <li>▪ Understanding the reasons for the evacuation of children in World War Two</li> <li>▪ Understand why and how propaganda was used in World War Two</li> <li>▪ Gain a broad overview of civilian life during World War Two</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the main changes in a period of the Benin Kingdom during the period 900-1700 CE</li> <li>▪ Identify periods of rapid change in Benin society and compare and contrast them.</li> <li>▪ Use dates and terms accurately in describing events in Benin</li> <li>▪ Understand and explain about life and society of Benin including the two kings of the Ife and Edo people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>▪ Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>▪ Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>▪ Understand how our knowledge of the past is</li> </ul>

			constructed from a range of sources
<b>Links to prior/future knowledge</b>	Continuing knowledge of roles in society.  Preparation for KS3 history curriculum.	Continuing knowledge of roles in society.  Preparation for KS3 geography where there is a focus on Africa.	Links to PSHE and challenging stereotypes.  Preparation for KS3 history and geography curriculum.
<b>Substantive Vocabulary</b>	Appeasement, Adolf Hitler, Winston Churchill, Neville Chamberlain, allies, axis, neutrals, blackout, blitz, Nazi, propaganda, radar, rationing, Luftwaffe, Great Britain, Europe, Germany, turning point	Oba, Ogisos, empire, guild, moat, repatriation, elders, dynasty, ivory, bronzes, Benin, slave trade, abolition	
<b>Upper Key Stage 2 Disciplinary Vocabulary</b>	artefact, primary evidence, secondary evidence, reliable evidence, unreliable evidence, civilisation, democracy, government, kingdom		

### Upper Key Stage Two Milestones for Progress in History

<b>Investigate and interpret the past</b> <i>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</i>	<b>Build an overview of world history</b> <i>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections</i>	<b>Understand chronology</b> <i>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</i>	<b>Communicate historically</b> <i>This concept involves using historical vocabulary and techniques to convey information about the past.</i>
<ul style="list-style-type: none"> <li>✓ Use sources of evidence to deduce information about the past.</li> <li>✓ Select suitable sources of evidence, giving reasons for choices.</li> <li>✓ Use sources of information to form</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify continuity and change in the history of the locality of the school.</li> <li>✓ Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>✓ Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>✓ Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> </ul> </li> </ul>

<p>testable hypotheses about the past.</p> <ul style="list-style-type: none"> <li>✓ Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>✓ Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>✓ Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>✓ Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>✓ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>✓ Use dates and terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy</li> <li>• hypothesis</li> </ul> <ul style="list-style-type: none"> <li>✓ Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>✓ Use original ways to present information and ideas.</li> </ul>
--	--	---	---