

Ormesby Village Junior School History Curriculum 2022-23

Purpose of Study

As our over-arching theme for our curriculum is **DISCOVERY**, the study of history supports our pupils to build a sense of identity as they come to understand their place in the story of human development. Engaging children to ask and investigate questions about people and events in the past helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens. To engage our pupils with a relevant, exciting and challenging History curriculum which inspires curiosity and prepares them for their future.

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

Pupils should be taught:

- To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as some of the challenges of their time;
- Skills of critical thinking which means making reasoned judgements that are logical and well thought out and not merely accepting arguments and conclusions as they are presented but having a healthy, discerning and questioning attitude about new information;

- To appreciate that all knowledge is socially constructed and its objectivity and reliability is therefore open to critiquing through asking perceptive questions, weighing evidence, sifting arguments and developing perspective and judgement;
- To build a sense of identity and belonging on a personal, cultural, national and global level as pupils come to appreciate the diversity of human experience and consequently understand more about themselves as members of society;
- To understand core concepts such as cause and consequence, similarity and difference, continuity and change, change and progress/regression, significance, evidence, chronology, empathy, context, diversity, perspective, interconnectivity and validity, which have broad relevance and significance in the modern world.

Year Group	Area of Study	Substantive Knowledge	Historical Skills	Vocabulary
3	Stone Age to Iron Age	<ul style="list-style-type: none"> ● How time is divided into 'history', 'prehistory' and 'deep time'. ● Why the Stone Age is part of 'prehistory'. ● The three periods and dates of the Stone Age in Britain. ● How archaeologists use artefacts to understand life in Stone Age Britain. ● Why in the New Stone Age Ancient Britons began to build permanent settlements. ● How and why life for Ancient Britons changed from the Old to New Stone Age. ● How we know about life in the Stone Age ● Why Bronze Age people may have built so many stone circle monuments. ● How life changed in the Bronze Age. ● What a hillfort was. 	<p>Chronology - Place ages in order of time and understand the meaning of their names. Place artefacts within their correct age. With support, use BCE.</p> <p>Evidence and Interpretation - Observe evidence to ask about the past and come to conclusions based on what has been seen. Explain how we find prehistoric evidence.</p> <p>Cause and Consequence - Suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p>Change and Continuity - With support, begin to explain the concept of change over a long period of history.</p> <p>Similarity and Difference - Describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p>Historical Significance – Suggest suitable sources of evidence to find out about significant people/events.</p>	<p>artefacts, excavation, archeologist, continuity, remains, migrate, preserve, agriculture, domestication, significant, mine, ore, alloy, beaker, burial, construct, settlement, palisade, granary, ditch.</p>

	Anglo-Saxons and Vikings	<ul style="list-style-type: none"> • What happened in Rome in AD 410 that convinced the Romans to leave Britain. • Who the Anglo Saxons were and where they came from. • Why the Anglo Saxons settled in England after the Romans began to leave. • Why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans. • Why England began to convert to Christianity after the arrival of Constantine in AD 597. • How ordinary people were affected by England's conversion to Christianity. • Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain. 	<p>Chronology – Place events, artefacts and historical figures on a timeline using dates. With support, use BCE and CE.</p> <p>Evidence and Interpretation – Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Cause and Consequence - Suggest causes and consequences of the invasion of Britain by the Anglo-Saxons and Vikings.</p> <p>Change and Continuity - Begin to explain the concept of change over a long period of history.</p> <p>Similarity and Difference - Compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p>Historical Significance – Suggest suitable sources of evidence for historical enquiries.</p>	<p>empire, emperor, rebellion, raid, barbarian, invasion, legion, rebel, settlement, native, trade, migration, tribe, kingdom, capital, pagan, Scandinavia, priory, monk.</p>
	Local Study - The Herring Trade in Great Yarmouth	<ul style="list-style-type: none"> • How the herring industry helped Great Yarmouth to grow and what happened when that industry went into decline. 	<p>Chronology – Place events, artefacts and historical figures on a timeline using dates. .</p> <p>Evidence and Interpretation – Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Cause and Consequence - Suggest causes and consequences for the growth and then decline of the herring industry.</p> <p>Change and Continuity - Begin to explain the concept of change over a period of history.</p> <p>Similarity and Difference - Compare similarities and differences between Great Yarmouth at the height of the herring trade and the port now.</p> <p>Historical Significance – Suggest suitable sources of evidence for historical</p>	<p>Herring, harbour, catches, ship, trade, industry, fisher girls, salting, gutted, barrels, growth, decline, methods, machinery</p>

			enquiries.	
4	The Romans	<ul style="list-style-type: none"> • What an empire is. • Modern day countries that were once part of the Roman Empire. • Why Claudius invaded Britain in AD 43. • Who Boudicca was and why she was such a threat to the Roman settlement of Britain. • Why the Romans constructed Hadrian's Wall in AD122. • How Hadrian's wall was constructed • The lifestyle of the soldiers who lived along Hadrian's wall. • How and why the Romans designed and built many towns in Britain. • Why most Romans eventually left Britain and returned to Rome. • Why so much evidence remains today in Britain of the Roman occupation. 	<p>Chronology - Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p> <p>Evidence and Interpretation - Suggest suitable sources for historical enquiry. Begin to discuss the reliability of sources.</p> <p>Cause and Consequence - Suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p> <p>Continuity and Change - Explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p> <p>Similarity and Difference – Describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p> <p>Historical Significance - Discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>	archer, infantry, annex, military alliance, legion, emperor, empire, peninsula, tactic, settlement, kingdom, revolt, occupation, outnumber, governor, conquer, fort, defences, civil war, pillage.
	The Ancient Greeks	<ul style="list-style-type: none"> • What the term 'civilisation' means • Why Greece 2500 years ago became one of the most important places in the ancient world • The area of the modern world that was once part of the empire of Ancient Greece • Some aspects of the way of life in ancient Greece • What a city state is and why there were so many in Ancient Greece 	<p>Chronology - Place events, artefacts and historical figures on a timeline using dates. Use BCE and CE.</p> <p>Evidence and Interpretation - Suggest suitable sources for historical enquiry. Begin to discuss the reliability of sources.</p> <p>Cause and Consequence - Suggest causes and consequences of some of the main events and changes in Greece and use evidence to support answers.</p>	civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious, Sparta, Troy, Trojan Horse, myth, legend,

		<ul style="list-style-type: none"> Why the city of Sparta and Troy began a war that lasted ten years Why Greek armies laid siege to Troy What the so called 'Trojan horse' was believed to have been The story of the Trojan horse The difference between a myth and legend Whether they feel the story of the Trojan horse at the siege of Troy was factual or a myth or legend 	<p>Continuity and Change - Explain the concept of change over time and represent this with evidence.</p> <p>Similarity and Difference – making comparisons between the different account and explain why they think the story is factual, a myth or a legend.</p> <p>Historical Significance - Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove their discussion (with support).</p>	
	Local Study – Lord Nelson	<ul style="list-style-type: none"> Know about Lord Nelson's life and why there is a monument for him in Great Yarmouth. 	<p>Chronology - Place events, artefacts and historical figures on a timeline using dates. Use BCE and CE.</p> <p>Evidence and Interpretation - Suggest suitable sources for historical enquiry.</p> <p>Cause and Consequence - Suggest causes and consequences of some of the main events in Nelsons life.</p> <p>Continuity and Change - Explain the concept of change over time and represent this with evidence.</p> <p>Similarity and Difference – making comparisons between the memorial in GY with the one in Trafalgar Square.</p> <p>Historical Significance - Discuss the importance of people and events in time and the significant impact they had.</p>	Trafalgar, victory, battle, defeated, naval, fleets, sea power, monument, malaria, amputated, superiority, HMS Victory,
5	The Tudors	<ul style="list-style-type: none"> How Henry's father came to power at the Battle of Bosworth What life was like in Tudor times Significant events during Tudor times Henry's six wives and why the marriages came to an end 	<p>Chronology - use dates accurately in describing events and people</p> <p>Evidence and Interpretation - Use sources of evidence to deduce information about the life of Henry VIII and his relationships with his wives.</p> <p>Cause and Consequence - Describe causes of events and their</p>	The Age of Exploration, throne, reign, monarch, monarchy, heir, succession, monastery, dissolution, tyrant, protestant, catholic, reformation, armada, supremacy, suppress,

		<ul style="list-style-type: none"> • Why Henry split from Rome • The Dissolution of the Monasteries • The positives of Henry's reign • What It means to be a tyrant 	<p>consequences during the reign of the Tudors.</p> <p>Continuity and Change - Explain what changed and what continued over time when Henry VIII was king.</p> <p>Similarity and Difference – Begin to use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p> <p>Historical Significance - Describe the social and cultural significance of a past society.</p>	
	The Maya	<ul style="list-style-type: none"> • Where and when the Maya lived. • What made the Maya civilisation so successful. • Interpret a range of sources to find out how we know about the Maya. • The way the Maya were ruled and how this compared to the way Anglo-Saxon England was ruled. • Compare the Maya city states with the Anglo-Saxon Kingdoms. • Compare the Maya leaders with the leaders of the Anglo-Saxons. • How the abandonment of the Southern Maya lowlands helped the Northern city-states to thrive. 	<p>Chronology - use dates and terms accurately in describing events and people</p> <p>Evidence and Interpretation - Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past.</p> <p>Cause and Consequence - Describe causes of events and their consequences in Ancient Maya.</p> <p>Continuity and Change - Identify periods of rapid change in history. Explain the concepts of continuity and change over time</p> <p>Similarity and Difference – Compare the similarities and differences between civilisations and cultures (Anglo-Saxons & Vikings with Maya).</p> <p>Historical Significance - Describe the social and cultural significance of a past society. Describe the characteristic features of the past, including ideas and beliefs.</p>	<p>historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port</p>
	Local Study – Victorian	<ul style="list-style-type: none"> • Know what life was like in a Victorian 	<p>Chronology - Use dates accurately in describing events.</p>	<p>Workhouse, accommodation, pauper, institution, inhabitants, squalid, labour,</p>

	Workhouse - Gressenhall	Workhouse.	<p>Describe the main changes to life in relation to workhouses.</p> <p>Evidence and Interpretation – Visit the site to investigate the changes.</p> <p>Cause and Consequence – Find out what has brought about change.</p> <p>Continuity and Change – Find out what has stayed the same and what has had to change.</p> <p>Similarity and Difference – Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p> <p>Historical Significance – Discuss the importance of people and events in time being studied.</p>	orphan, guardians, gruel,
6	The Battle of Britain	<ul style="list-style-type: none"> • Why Adolf Hitler came to power in Nazi Germany • Why Britain entered into war with Nazi Germany in 1939 • Which countries were allies of Britain in the war • Why Nazi Germany invaded and occupied most of Western Europe by 1940 • Why Britain faced the threat of invasion by Nazi Germany in 1940 • Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion • The main events of the Battle of Britain • How and why Britain defeated Nazi Germany in the Battle of Britain • The significance of this victory in terms of the final outcome of the Second World War 	<p>Chronology - Use dates and terms accurately in describing events. Describe the main changes in a period of history.</p> <p>Evidence and Interpretation - Analyse a wide range of evidence in order to justify claims about the past. Explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.</p> <p>Cause and Consequence - Describe some of the causes and consequences of Hitler's rise to power and the Battle of Britain.</p> <p>Continuity and Change - Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Similarity and Difference – Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p> <p>Historical Significance - Describe the characteristic features of the past,</p>	republic, citizen , state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government , annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron

			including ideas, beliefs, attitudes and experiences of men, women and children.	
	The Egyptians	<ul style="list-style-type: none"> • The chronology of the Ancient Egyptian civilisation from 6000 BC to 332 BC • What a Pharaoh was and the role they played in Ancient Egyptian society • The religious beliefs of Ancient Egyptians • The importance of a number of gods in the lives of Ancient Egyptians, particularly Ma'at • The importance of the Book of the Dead • The significance of the Valley of Kings to Pharaohs • When Tutankhamun became Pharaoh and when he died • The role that Horemheb and Ay played in Tutankhamun's life as Pharaoh • Who Howard Carter was and his work as an archaeologist • The significance of the discovery of the tomb of Tutankhamun in 1922 • The range of artefacts that the tomb contained • What these artefacts suggest about the life and beliefs of Pharaohs • Why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient Egypt • Why the cause of Tutankhamun's death remains a mystery 	<p>Chronology - Use dates and terms accurately in describing events. Describe the main changes in a period of history.</p> <p>Evidence and Interpretation - Analyse a wide range of evidence in order to justify claims about the past. Explain that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <p>Cause and Consequence - Describe and explain the most likely cause of Tutankhamun's death and understand why it is a contentious issue.</p> <p>Continuity and Change – Make a judgement as to which of the artefacts might be considered of most significance in terms of understanding the life and times of Tutankhamun. .</p> <p>Similarity and Difference – Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p> <p>Historical Significance – Discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>	era, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, expand, monarchy, empire, Pharaoh,

		<ul style="list-style-type: none"> What the possible causes of his death may have been based on the evidence available 		
	Local Study – The Hippodrome Circus in Great Yarmouth	<ul style="list-style-type: none"> Know the history of a significant building in the local area. Know how the circus has changed over time. 	<p>Chronology - Use dates and terms accurately in describing events. Describe the main changes in a period of history.</p> <p>Evidence and Interpretation – Visit the site to investigate the changes.</p> <p>Cause and Consequence – Find out what has brought about changes in the circus.</p> <p>Continuity and Change – Find out what has stayed the same and what has had to change.</p> <p>Similarity and Difference – Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.</p> <p>Historical Significance – Discuss the importance of people and events in time and the significant impact they had on the Hippodrome.</p>	Performer, audience, showman, architect, architectural style, façade, art nouveau, ringmaster, restore, memorabilia,