

Hook Junior School Whole School History Curriculum Overview

Aims

- 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

HISTORY - AUTUMN TERM

Year 3		Year 4	Year 5	Year 6
<p>Local Area Study: Old Basing (smaller unit)</p> <p>Key Question: <i>How was the local area affected during the English civil war of 1640's?</i></p>		<p>Britain's settlement by Anglo-Saxons & Scots</p> <p>Key Question: <i>The Anglo-Saxons: the ruin of Britain?</i></p>	<p><i>HISTORY FROM THE NC NOT TAUGHT THIS TERM</i></p>	<p>British Post 1066 Study: The impact of war on Britain during WW2</p> <p>Key Question: <i>What impact did war have on Britain during WW2?</i></p>
NC areas of focus		NC areas of focus	NC areas of focus	NC areas of focus
Concepts	Change	Cause / consequence Change Legacy Settlement		Morale Duty Justice (link RE)
Prior Knowledge	<p>Chronology: Expect children's knowledge on the past to be detailed about very specific events / people in the past without much understanding of general time periods. Start unit by asking what the children know about the past and marking these events on a timeline. This can then be used to make connections to prior learning. Also dissect the key vocabulary within the 'Key Question'.</p> <p>Skills: see <i>Progression in History Skills</i> document for an overview of what a child should be capable of at the end of KS1.</p>	<p>Chronology: The Anglo-Saxon period begins straight after Roman withdrawal from Britain (Roman Britain covered in Y3)</p> <p>Skills: Cause and consequence first introduced at a basic level in Y3 local area study unit.</p>		<p>Chronology: Children would not have been explicitly taught any post 1066AD history since KS1. Chronological connections should be built in relation to present day Britain and tracing back through generations (likely great-grandparents that may have lived during the war).</p> <p>Skills: Cause and consequence last specifically taught in Y4 Anglo-Saxon unit.</p>

<p style="text-align: center;">Knowledge</p>	<p>Knowledge to be developed: <i>Recognise the historical importance of Basing House and the events that led to its importance.</i></p> <p><i>Identify features of the original structure and recognise the comparisons between Tudor building and modern.</i></p> <p><i>Recognise how the structure has changed throughout history and any reasons as to why.</i></p> <p>Discussion: <i>How important is Basing House now in comparison to the 1640's?</i></p>	<p>Knowledge to be developed: <i>Where different Saxons (Angles, Saxons, Jutes) came from and why they came as well as origins of Scotland, Wales and France.</i></p> <p><i>Changing Saxon kingdoms: initially 8 kingdoms which merged into just 4.</i></p> <p><i>Christian conversion and the different parties responsible for it.</i></p> <p><i>Gain knowledge about major aspects of the Saxon legacy e.g. laws, language, place names, major Christian centres etc</i></p> <p>Discussion: <i>Were the Anglo-Saxons heroes or zeroes?</i></p>		<p>Knowledge to be developed: <i>The reasons why Britain declared a state of war with Germany.</i></p> <p><i>The basic timeline of events of the war centring on Britain's involvement and impact on Britain including Dunkirk evacuation, Blitz, evacuation of children, rationing, D-Day, VE Day.</i></p> <p><i>The reasons for and impact of the Blitz on Britain – including evacuation (using a range of sources including witness accounts, newsreel footage and photographs).</i></p> <p><i>The reasons for and impact of rationing and evacuation (using evacuee accounts).</i></p> <p>Discussion: <i>Why did the Blitz occur and what impact did it have on Britain?</i></p>
<p style="text-align: center;">Skills</p>	<p>Skill(s)/process(es) to be practised:</p> <p>Change and continuity <i>Can describe some changes in history over a period of time.</i></p> <p>Cause and Consequence <i>Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.</i></p>	<p>Skill(s)/process(es) to be practised:</p> <p>Cause and Consequence <i>Can describe with simple examples different types of causes seeing that events happen for different reasons, not just human action.</i></p>		<p>Skill(s)/process(es) to be practised:</p> <p>Cause and Consequence <i>Can explain the causes and consequences of complex events, even though they might still link in a simple way.</i></p>

Understanding	<p>Evidence for knowledge and understanding being developed: <i>Use photographs (drawings) from different times in history to identify similarities and differences and changes that have occurred.</i></p> <p><i>Can identify key historical figures linked to Basing House.</i></p> <p><i>Sequence the events surrounding the siege of Basing House.</i></p> <p>Evidence for skills being developed: <i>Can briefly describe how Basing House has changed over time.</i> <i>Can offer a simplistic explanation of why Basing House has changed and the importance of these changes. (Siege/battle/those who owned the house and royal favour etc).</i></p>	<p>Evidence for knowledge and understanding being developed: <i>Can name the different peoples, where they came from and where they arrived/settled. Can list some push/pull reasons for them coming here.</i> <i>Can name the initial kingdoms and the people that settled each plus some important leaders e.g. Offa, Æthelstan, Alfred</i> <i>Explains that when the Romans left Britain was Christian and that the Saxons were pagans, so Christianity died out in Saxon areas. Can identify where different Christian missions came from: Augustine sent by Pope Gregory, Irish missionaries invited to Northumbria by King Oswald etc.</i> <i>Can talk about aspects of the Saxon legacy e.g. England = Angle-land.</i></p> <p>Evidence for skills being developed: <i>Can give reasons why the Saxons came here.</i> <i>Can explain why the number of Saxon kingdoms changed (conflict between different Saxon groups/arrival of the Vikings).</i> <i>Can explain why different Christian missionaries arrived here (who sent them etc).</i></p>		<p>Evidence for knowledge and understanding being developed: <i>Can give a basic chronological account of the war.</i></p> <p><i>Can list the reasons why the Blitz occurred and give conflicting examples of the impact that it had on both Britain's morale and the war effort.</i></p> <p><i>Can explain what rationing was, why it was needed and describe the form that it took.</i></p> <p>Evidence for skills being developed: <i>Can give a basic chronological account of the war.</i> <i>Can use conflicting evidence about the impact the Blitz had on Britain's morale and the war effort in order to draw a conclusion using the evidence to back this up.</i></p>
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<p>Global Citizenship and ethical values</p>	<p>Promoting cultural development: <i>Awareness of how their surrounding area has been influenced and the importance it has played in History.</i></p>	<p>Promoting social development: <i>Group work/collaboration. Exploring the stories of past incomers to Britain promotes better understanding of incomers now.</i></p> <p>Promoting cultural development: <i>Awareness that place names, laws, language, art etc are all influenced by our history.</i></p>		<p>Promoting moral development: <i>Opportunities to explore moral atrocities at an age appropriate level with regards to the persecution of the Jews and limits imposed on their freedoms by the Nazi party.</i></p>
<p>Key Vocabulary</p>	<p>Expansion Development Commuter Transport links</p>	<p>Saxons Angles Jutes Scots Settlement Conversion Cause Consequence Romano-Briton Migration (Y3)</p>		<p>Blitz Oppression Persecution D-Day Rationing Holocaust Occupation (in military/geopolitical context)</p>
<p>Key texts</p>		<p>Resources pack contained within Hampshire History Centre – Anglo Saxons pack</p>		<p><i>Goodnight Mr Tom</i>, Michelle Magorian <i>Once</i>, <i>Coventry Under Fire</i>,</p>

HISTORY - SPRING TERM					
Year 3		Year 4	Year 5	Year 6	
Stone Age to Iron Age Britain Key Question: <i>How did life change between the Neolithic and the Iron Age?</i>		<i>HISTORY FROM THE NC NOT TAUGHT THIS TERM</i>	Early Civilizations / Ancient Egypt Key Question: <i>Where and when did the earliest civilizations develop and what did they achieve?</i>	<i>HISTORY FROM THE NC NOT TAUGHT THIS TERM</i>	
NC areas of focus		NC areas of focus	NC areas of focus	NC areas of focus	
Concepts	Change (focus in Spring 2 linked to RE concept of change) Interpretation		Civilization Beginnings Significance		
Prior Knowledge	Chronology: The Neolithic would be well before any prior learning. Establishing an understanding of how long ago using a visual scale of something that they do know about is essential. Skills: All skills new to Y3.		Chronology: The Early Civilizations developed in parallel to the bronze and iron ages in the UK, studied in Y3 where characteristic features was also the focused skill.		

Knowledge	<p>Knowledge to be developed:</p> <p><i>Knowledge of the types of resources peoples from the different ages could access.</i></p> <p><i>Knowledge of the skills people in the different ages developed to allow them to survive and thrive.</i></p> <p><i>What the main technological and agricultural developments were across the periods.</i></p> <p><i>Knowledge of changing religious practices or burial practices.</i></p> <p>Discussion: <i>what would be the most difficult thing if you were sent back to the stone / iron age?</i></p>		<p>Knowledge to be developed:</p> <p><i>Knowledge of the locations of Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer and why the early civilizations settled near water.</i></p> <p><i>Gain knowledge of major aspects of the 4 early civilizations (Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer) focusing on:</i></p> <ul style="list-style-type: none"> - <i>innovations and developments</i> - <i>important knowledge possessed</i> - <i>facilities in their cities</i> - <i>use of science, writing, tech, maths</i> - <i>structure / government of society</i> <p>Discussion: <i>which ancient civilization made the most significant contribution history?</i></p>	
Skills	<p>Skill(s)/process(es) to be practised:</p> <p>Characteristic features</p> <p><i>Can describe main features associated with the period/ civilization studied, mostly using period specific language.</i></p> <p>Interpretation</p> <p><i>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</i></p>		<p>Skill(s)/process(es) to be practised:</p> <p>Significance</p> <p><i>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</i></p> <p>Characteristic features</p> <p><i>Understand that some past civilizations in different parts of the world have some important similarities.</i></p> <p><i>Can identify and make links between significant characteristics of a period / civilization studied and others studied previously.</i></p>	

Understanding	<p>Evidence for knowledge and understanding being developed:</p> <p><i>Can explain that at first people only had natural materials to make shelters or clothes from e.g. wood, stone, bone, animal skins etc.</i></p> <p><i>Knows that the change to farming marked the beginning of the Neolithic.</i></p> <p><i>Can explain how metals improved farming and ways in which iron could be seen as better than bronze.</i></p> <p><i>Knows that over a long period people were building Stonehenge, Avebury etc, but then stopped adding to them.</i></p> <p><i>Can name some forms of burial, e.g. long barrow, cremation urns.</i></p> <p>Evidence for skills being developed:</p> <p><i>Can identify differences and similarities between the different ages, especially in relation to the coming of farming and the use of first bronze, then iron and the impact of all of these.</i></p> <p><i>Explains that as there is only archaeological evidence about these periods - no written accounts or pictures, knowing for sure about life so long ago is difficult.</i></p> <p><i>Understands the issue of underestimating their worth 'Some people think they weren't clever because they didn't have machines, electricity and stuff.'</i></p>		<p>Evidence for knowledge and understanding being developed:</p> <p><i>Can name the different ancient civilizations and locate them on a map.</i></p> <p><i>Can list some pull reasons for them locating by water.</i></p> <p><i>Can list the major aspects of each of the early civilizations.</i></p> <ul style="list-style-type: none"> - innovations and developments - important knowledge possessed - facilities in their cities - use of science, writing, tech, maths - structure / government of society <p>Evidence for skills being developed:</p> <p><i>Can identify and explain a range of similarities between the early civilizations.</i></p> <p><i>Can recognise the criteria by which a civilization's significance can be judged (e.g. long-term impact of developments/discoveries, complexity of technology, longevity of architectural achievements).</i></p> <p><i>Can evaluate the significance of the contribution that each early civilization made to human history.</i></p>	
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Global Citizenship and ethical values	Promoting moral development: <i>Develops understanding that achievement is partly dependent on circumstance.</i> Promoting social development: <i>Group work/collaboration.</i> <i>Exploring the stories of past incomers to Britain promotes better understanding of incomers now.</i>		Promoting cultural development: <i>Developing an understanding of how many aspects of the western world's culture has been shaped by Ancient Greek culture.</i> Promoting moral development: <i>Opportunities to develops critical thinking skills and explore morality in the context of early civilizations.</i>	
Key Vocabulary	Material Migration Technology Archaeology / Archaeologist <i>Full glossary of terms found in Neolithic to Iron Age Document (see resources pack in history folder)</i>		Ancient Ancient Egypt Ancient Sumer Shang Dynasty Indus Valley Agriculture Architecture Civilisation Technology (Y3) Archaeology / Archaeologist (Y3) Evidence	
Key texts	Resources pack contained within Hampshire History Centre – Neolithic to the Iron Age pack		Resources pack contained within Hampshire History Centre – Early Civilizations pack	

HISTORY - SUMMER TERM

Year 3		Year 4	Year 5	Year 6
<p style="text-align: center;">The Roman Empire and its Impact on Britain</p> <p>Key Question: <i>What was the Roman Empire's most significant impact? (on Britain)</i></p>		<p style="text-align: center;">Viking and Anglo-Saxon Conflict: Alfred the Great</p> <p>Key Question: <i>Alfred the Great: truly great or just lucky?</i></p>	<p style="text-align: center;">Ancient Greece and their Legacy</p> <p>Key Question: <i>Why are the Ancient Greeks still significant today?</i></p>	<p style="text-align: center;">Non-European Study: Mayans</p> <p>Key Question: <i>Who were the Mayans and how similar were they to Europe at the time they lived?</i></p>
NC areas of focus		NC areas of focus	NC areas of focus	NC areas of focus
Concepts	<p>Significance Identity</p>	<p>Perspective Interpretation</p>	<p>Significance Culture Legacy</p>	<p>Significance Culture Legacy</p>
Prior Knowledge	<p>Chronology: In Britain's chronology, the Roman Empire's arrival was the next major landmark after the Iron Age (previously studied Y3) Skills: All skills new to Y3.</p>	<p>Chronology: Anglo-Saxon settlement of Britain (Y4). Skills: further developing cause and consequence skill from earlier in Y4. Teacher note: read the brief biography of Alfred the Great at the end of the guidance notes in the planning pack to get a general overview of who he was.</p>	<p>Chronology: Legacy of Greeks seen through Roman culture (Y3). This time period follows on from the early civilizations studied previously (Y5) with trade and culture moving between the Greeks and Egyptians. Skills: Significance built on from earlier in Y5 and Historical Enquiry taught as minor skill in Y3.</p>	<p>Chronology: The time period corresponds with Anglo-Saxon period studied in Y4. Possibility to get Y4 to present some information to Y6 at the end of their Anglo-Saxon unit as a reminder. Skills: Characteristic features previously taught in Y5 relating to the earliest civilizations. Interpretation first introduced in Y4 Alfred the Great unit. Historical Enquiry first taught in Y5 Greek Legacy unit.</p>

Knowledge	<p>Knowledge to be developed: <i>Dates of the Roman Empire/invasion of Britain. Some idea of the size/ spread of the Roman Empire. Understands major changes made in Britain by the Romans, including what Romanization was. Knows some things that changed/ remained the same during and after the Roman occupation.</i></p> <p>Discussion: <i>What makes an impact significant?</i></p>	<p>Knowledge to be developed: <i>The geographical locations of the different kingdoms in Britain at the time and the changes caused by Vikings. The main events of Alfred the Great's life including the military and diplomatic actions with the Vikings and social developments including education and religion. The main sources for our understanding of the time (The Anglo-Saxon Chronicles / The Life of Alfred: Bishop Asser) and the reliability of these.</i></p> <p>Discussion: <i>Was Alfred the Great truly great or just lucky?</i></p>	<p>Knowledge to be developed: <i>Knowledge of the following aspects of the Greeks: Politics – establishment of democracy, use of ostracism and evaluation of how 'equal' Athenian democracy was. Language – influence on the English language (e.g. prefixes and root words) Architecture – classical style and modern use of it. Sport – Olympics' origins and events. Theatre and Performance – plays (tragedies and comedies), music and poetry. Ideas & Beliefs – myths, gods. Knowledge – famous Greeks and what they're famous for. Know how each of the above areas have influenced / continue to influence the modern western world.</i></p> <p>Discussion: <i>Which Ancient Greeks should be included in the Hall of Fame?</i></p>	<p>Knowledge to be developed: <i>When/ where the Mayan civilization existed and that it began centuries before the period they study and continued afterwards, and that Mayan people still live in the same parts of central America now.</i></p> <p><i>Knowledge of important aspects of the Mayan civilization and how some contrast with Britain: Mayans did not have metals (Stone Age culture) but had an advanced understanding of astronomy, mathematics etc.</i></p> <p>Discussion: <i>What were the positive and negative aspects of Mayan culture? Does one outweigh the other?</i></p>
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Skills	<p>Skill(s)/process(es) to be practised:</p> <p>Change and continuity <i>Can describe some changes in history over a period of time and identify some things which stayed the same.</i></p> <p>Significance <i>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time)</i></p> <p>Historical Enquiry (minor skill) <i>Can describe in simple terms how sources reveal important information about the past.</i> <i>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</i></p>	<p>Skill(s)/process(es) to be practised:</p> <p>Interpretation <i>Can describe how different interpretations arise.</i> <i>Understands that historical understanding is continuously being revised; if we find new evidence we have to check how it affects our understanding of the past.</i></p> <p>Cause and Consequence <i>Can describe with simple examples different types of causes seeing that events happen for different reasons, not just human action.</i></p>	<p>Skill(s)/process(es) to be practised:</p> <p>Significance <i>Can use criteria to make judgements as to the significance of events, people or developments linking to our own time.</i></p> <p>Historical Enquiry <i>Can explain with examples why a source might be unreliable.</i> <i>Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.</i></p>	<p>Skill(s)/process(es) to be practised:</p> <p>Characteristic Features <i>Can contrast and make some significant links between civilizations/periods studied.</i> <i>Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied.</i></p> <p>Historical Enquiry <i>Can construct reasoned arguments about events, periods or civilizations studied.</i></p> <p>Interpretation <i>Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.</i></p> <p><i>(For 21/22) – This skill wasn't taught during Summer 2020 in Y4 and therefore would not have been taught since Y3. Make this a major focus for this cohort in this unit.</i></p>
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0Understanding	<p>Evidence for knowledge and understanding being developed: <i>Can give dates of key events</i> <i>Knows the Empire included large parts of Europe, Greece, much of Britain and places mentioned in the Bible, at its height.</i> <i>Mentions roads, towns and facilities in towns that encouraged Britons to use them/ adopt Roman ways.</i> <i>Knows local religions remained until Constantine made Christianity the official religion</i> <i>Recognises that some roads/towns/villa estates etc survived long after the Romans left</i></p> <p>Evidence for skills being developed: <i>Can identify short term aspects of the Roman impact – taxes, presence of army, and long-term aspects, roads, place names and preservation of ideas because they had writing (this is high order understanding)</i> <i>Contributes to discussion / vote on the significance of different aspects of the Roman impact at Step 6.</i></p>	<p>Evidence for knowledge and understanding being developed: <i>Can describe changes in kingdoms seen on a map and suggest reasons for these changes.</i> <i>Can list the main events of Alfred the Great's life and the military and social impact of these.</i> <i>Knows the geographical locations of the different kingdoms in Britain at the time and how these changed.</i> <i>Can describe the impact that the Vikings had on Britain.</i> <i>Can name the main sources for our understanding of the time (The Anglo-Saxon Chronicles / The Life of Alfred: Bishop Asser).</i></p> <p>Evidence for skills being developed: <i>Can identify ways in which Alfred the Great was skilful and fortunate.</i> <i>Can make a judgement, backed up by historical evidence, on whether Alfred the Great was great or lucky.</i> <i>Can explain what historical bias is and give a simple example of it.</i> <i>Can suggest simple reasons why historical sources may present the events of the past in a biased different way.</i></p>	<p>Evidence for knowledge and understanding being developed: <i>Can demonstrate knowledge of the 7 aspects of the Ancient Greek's listed above.</i> <i>Can describe the legacy that each of these aspects has had on Britain / western civilization.</i></p> <p>Evidence for skills being developed: <i>Can use criteria to make judgements as to the significance of Greek Culture linking to our own time.</i> <i>Can simply explain why a modern democratic society would consider the achievements of the first democracy more positively.</i> <i>Can construct simple reasoned arguments about the legacy of one aspect of the Ancient Greeks.</i></p>	<p>Evidence for knowledge and understanding being developed: <i>Explains the Mayan civilization lasted for a very long period, was at its height between 300 and 900, but the Mayan people still live there now.</i> <i>Can name the modern countries that now occupy former Mayan lands.</i> <i>Can discuss important Mayan achievements – mathematics, astronomy, written language, cities, pyramids/temples, farming and irrigation etc. Can name some important cities and people e.g. Palenque, Tikal, Copan, Pacal the Great (c.f. Alfred the Great).</i> <i>Know that Mayans did not have metals (Stone Age culture) but had more advanced understanding of astronomy, mathematics etc. than Britain/Europe at the time.</i></p> <p>Evidence for skills being developed: <i>Can contrast aspects of Maya culture and society with Saxon Britain e.g. Britain moving towards a single kingdom v separate city states; Mayan astronomy and mathematics strong but not in Britain; many Mayan gods, Saxons largely Christian; Maya had huge cities.</i> <i>Can develop an argument supporting study of the Maya – e.g. To correct past misinterpretations, or because new information is being produced right now.</i> <i>Explains reasons for past misinterpretations of the Maya, e.g. Not being able to read their writing or make sense of their carvings. Some ideas about the Maya being based on European view of life, not based on the evidence on the ground, e.g. thought to be influenced by other cultures, such as the Egyptians.</i></p>
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Global Citizenship and ethical values	Promoting social development: <i>Group working/collaboration</i> Promoting cultural development: <i>Developing an understanding of how our country has been shaped by incomers in the past.</i>	Promoting cultural development: <i>Developing an understanding of how our country's education and religion has been shaped by the significant individuals.</i>	Promoting cultural development: <i>Developing an understanding of how many aspects of the western world's culture has been shaped by Ancient Greek culture.</i>	Promoting cultural development: <i>Developing an awareness on non-European culture which was more advance in some aspects than Europe at the time</i> Promoting moral development: <i>Possible debate whether the Maya can be called civilized if they practised human sacrifice.</i>
Key Vocabulary	Empire Romanisation Culture Legion Civilisation	Reliability Bias Perspective Vikings Danes Anglo-Saxons Wessex Mercia Northumbria Danegeld	Legacy Culture Significance Politics Democracy Architecture Tragedy Comedy	New World Culture (Y3 and 5) Civilisation (introduced Y5) Astronomy
Key texts	Resources pack contained within Hampshire History Centre – The Roman Empire and its Impact <i>Loan box – Roman Soldiers: fighters or builders?</i> This is available from the History Curriculum Centre and will need to be ordered well in advance.	Resources pack contained within Hampshire History Centre – Alfred the Great	Resources pack contained within Hampshire History Centre – The Greek Legacy	Resources pack contained within Hampshire History Centre – The Maya See website list on pg14 of the Maya resource pack.