HISTORY CURRICULUM

MAY 8, 2024

Btundall Primary School

History at Brundall.

Intent

At Brundall we believe that studying history is important for our children as it helps them to make sense of the world around them and piques their curiosity in places, people and the environment. We intend to develop, within our pupils, a fascination, curiosity and appreciation of the past and its impacts on life today that will stay with them for the rest of their lives. Historical and social understanding fires children's curiosity and imagination about who we are, where we come from, where we live and where we might be going next. It connects Britain's past with the present and the future, helps children make sense of our place in the world and is central to their development as informed, active and responsible citizens.

The study of history encourages children to investigate the world around them, from the local to the global. They learn about the impact of their actions and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organised and shaped by people's values and actions, and how communities can live and work together. Migration is a key feature of our curriculum and one that children will explore often. Children learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in Britain long ago, or in other countries, can affect our lives today and how our actions can shape the future.

Our History curriculum ensures that we cover the skills and develop the knowledge required to meet the aims of the national curriculum. More importantly it has been designed to give the children in our school a broader, deeper understanding of the history of the UK and the wider world. The units of work are intended to improve children's historical vocabulary, skills and knowledge whilst providing opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Our curriculum documents are designed to ensure that knowledge, skills and vocabulary are mapped out so that the children's understanding and learning is continuously built on as they progress through the school. This means that the children will leave KS2 ready to take on the challenge of History at secondary level with a passion for learning.

Implementation

Brundall School's History Curriculum ensures that there is continuity and progression of the skills and concepts required in the National Curriculum which will equip children for future learning. These key historical skills and concepts are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

For KS1, 2 year rolling program has been designed which to be taught in blocked units of 6hrs/week over two weeks every term– this will ensure coverage and continuity whilst developing both substantive and disciplinary knowledge.

The intent in lower KS2 is that children work in chronological order from Pre History and include a study of a significant historical site in the locality. These units will be taught in two week blocks made up of 6hrs per week every term. The units will relate back to and build upon previously learning.

Upper KS2 allows children to embed this sequence of chronology and include a study of changes in society e.g. the monarchy, and the study of a non-European

Society.
Through revisiting and consolidating skills children can build on prior knowledge alongside introducing new skills and challenge. The key vocabulary should be built into each lesson and included in display materials and additional resources to ensure that children are allowed opportunities to, revisit, repeat and revise this knowledge. This will be taught in the same 2 week blocks (totaling 12 hours every term).
Throughout the school current affairs will be regularly discussed and where appropriate these discussions will build on areas studied and linked to historical events.

Impact

The impact of our History curriculum will be seen across the school with an increase in the profile of History. We believe that the impact of our curriculum is that History learning is loved by teachers and pupils across school, teachers have higher expectations and quality evidence is presented in books. All children will use Historical vocabulary accurately and understand the different strands of History, with a deep understanding of cause and consequence. Children will begin to make relevant links from History to other curriculum subjects, such as geography and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. Children will become competent in collecting, analysing and communicating a range of information and recognize the difference between primary and secondary sources. They will be able to interpret a range of sources of Historical information and they will communicate Historical information in a variety of ways. All children in the school will be able to speak confidently about their History learning, skills and knowledge. Children will increase their knowledge of the world including reasons for migration. Impact will be measured through key questioning skills built in to lessons and summative evidence and subject monitoring as detailed above.

The subject leaders will audit and report on curriculum impact in this area to Governors, colleagues and interested external parties.

History Expectations

Levels expected at the end of EYFS

The Early Learning Goals that link most closely to the History National Curriculum are shown below. For more detail about linked subject progression within the EYFS Framework, please refer to EYFS documents.

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum Expectations

Pupils will be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries such as Bonfire Night and Remembrance Sunday.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and EdithCavell].
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils will be taught about:

- 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 Vikings;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- 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 –Mayan civilization

Essential Knowledge
Children should build secure knowledge of the following: a. how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened b. how and why places and environments develop, how they can be sustained and how they may change in the future c. how identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities d. how people, communities and places are connected and can be interdependent at a range of scales.

In Reception we follow the Early Years Framework. History is covered through The Understanding The World: Past and Present area of learning. Children will learn to:	
Talk about members of their immediate family and community	We will listen to what children say about their family; share information about our own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures. We will use examples from real life and from books and show children how there are many different families.
Name and describe people who are familiar to them	Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.
Comment on images of familiar situations in the past	We will present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
Compare and contrast characters from stories including figures from the past	We will frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.

	KS1	LKS2	UKS2
Historical Interpretations	**KS1 History National Curriculum** Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past.	**KS2 History National Curriculum** Children should understand how our knowledge of the past is constructed from a range of sources. Children can: a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	**KS2 History National Curriculum** Children should understand how our knowledge of the past is constructed from a range of sources. Children can: a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	**KS1 History National Curriculum** Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can: a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past.	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: a use a range of sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research.	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding	**KS1 History National Curriculum** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can: a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes in their own lives; e use words such as: earliest, latest, past, present, future, century, newest, oldest, modern, before, after to show the passing of time.	**KS2 History National Curriculum** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	**KS2 History National Curriculum** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can: a order an increasing number of significant events, movements and dates on a timeline accurately; b accurately use dates and terms to describe events; c understand and describe in some detail the main changes to an aspect in a period in history; d understand how some historical events/periods occurred concurrently, e.g. Indus Valley and Ancient Egypt.
Knowledge and Understanding of Events, People and Changes in the Past	**KS1 History National Curriculum** Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show they know and understand key features of events. Children can: a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods; c know and recount episodes from stories and significant events in history; d understand that there are reasons why people in the past acted as they did; e describe significant individuals from the past.	**KS2 History National Curriculum** Children should note connections, contrasts and trends over time. Children can: a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; e describe connections and contrasts between aspects of history, people, events and artefacts studied.	**KS2 History National Curriculum** Pupils should note connections, contrasts and trends over time. Children can: a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c examine causes and results of great events and the impact these had on people; d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Presenting, Organising and Communicating	**KS1 History National Curriculum** Pupils should use a wide vocabulary of everyday historical terms. Children can: a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past.	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. Children can: a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period.	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. Children can: a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; c plan and present a self-directed project or research about the studied period.

History

Brundall Curriculum Overview for History

In Reception we follow the Early Years Framework. History is covered through The Understanding The World: Past and Present area of learning. Children will learn to:	
Talk about members of their immediate family and community	We will listen to what children say about their family; share information about our own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures. We will use examples from real life and from books and show children how there are many different families.
Name and describe people who are familiar to them	Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.
Comment on images of familiar situations in the past	We will present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
Compare and contrast characters from stories including figures from the past	We will frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.

	Autumn Term Unit 1	Spring Term Unit 2	Summer Term Unit 3
	Remember Remember … Is it right to celebrate bonfire night?	**Toys, baths and bedtime. How have children lives changed.**	**Oh I do like to be beside the seaside**
KS1 (Cycle A)	**National Curriculum Program of Study** Pupils should be taught about events that are significant and ….commemorated through festivals etc	**National Curriculum Program of Study** Pupils should be taught about changes within living memory and events beyond living memory.	**National Curriculum Program of Study** Pupils should be taught about significant people within their own locality and about changes within living memory to reveal aspects of change in national life
	Objectives 1. To gain prior knowledge of Bonfire Night and understand celebrations on the day. What we already know board. 2. To understand the plan created by *Robert Catesby* and develop an understanding of chronology of the event and the reasons behind it. Pictures of main characters with thought bubbles. 3. To understand what happened during the gunpowder plot and be able to retell the story with pictorial prompts. 4. To understand What happened after the gunpowder plot 5. To plot the Gunpowder plot on a timeline. 6. To understand how the gunpowder plot is remembered today, learn poem and make an information poster.	**Objectives** 1. Consider how children kept clean and hygenic in the past? 2. Investigate whether bedtime was always the same for children? 3. Think about how you can find out about older peoples childhood? Using primary sources develop questions to ask adults at home. 4. Investigate why toys are important and how have they changed – object handling and sorting. 5. Be able to put toys in chronological order 6. Compare and contrast how children played outside in the past and today. Play playground games and note similarities and differences.	**Objectives** 1. To talk about seaside holidays now. To ask questions about seaside holidays in the past and sorting pictures into the past and now. 2. To locate seaside resort locations in Norfolk/Suffolk and find out about why these places are popular seaside resorts. 3. To find out about holidays in the past from pictures and photos. 4. To investigate similarities and differences about Seaside entertainment in the past. 5. To find out about seaside holidays in the past by asking questions of an adult visitor. 6. To experience the seaside and find evidence of the past – comparing Cromer today to photos of Cromer in the past.
	Key Vocabulary remembrance, annual, celebration, feast, Victorian, modern, century, past, similarities and difference, parliament, king, November 5th, treason, plot, Guy Fawkes, gunpowder, James 1, 1605, November 11, wars	**Key Vocabulary** Houses, households, appliances, change, technology, past, present, electricity, purpose, similar, different, domestic, servants, rich, poor. mechanism, play, childhood, electrical, old, older, oldest, museum, material, same, different.	**Key Vocabulary** **holiday, play, childhood, travel, old, older, oldest, museum, lifeboats, swimming costumes, same, different, past, present. Henry Bloggs**
	Wider Learning opportunities:	**Wider Learning opportunities:** **Toys in the past event NMS** **Elizabethan House / Gressenhall NMS Stately homes**	**Wider Learning opportunities: Steam train trip, Cromer trip to the seaside.**

	Disciplinary Knowledge Be able to sort chronologically Be able to ask questions about the past Sequencing events understand there are reasons why people in the past acted as they did. **Substantive Knowledge** On the night of 4 / 5 November 1605 Guy Fawkes was in the chamber. He was surrounded by 36 barrels of gunpowder Guy Fawkes did not come up with the plan to kill the king, it was Robert Catesby. Guy Fawkes was the person who wanted to complete the job of using gunpowder, as he was an expert with gunpowder. The gunpowder plot failed because one of the plotters sent a letter to a friend who worked at the house of parliament, telling him not to be there on that day. The letter was then given to the king who then found Guy Fawkes. Guy Fawkes pretended that his name was John Johnson. He went to the tower of London and was tortured for 3 days until he gave information of the plotters Catesby died during his arrest and many of the other plotters were subsequently executed - their heads being put on display as a warning against acts of treason.	**Disciplinary Knowledge** recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; Be able to ask questions and interpret answers about the past sequence artefacts and events that are close together in time; sequence pictures from different periods understand there are reasons why people in the past acted as they did.	**Disciplinary Knowledge** recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; Be able to ask questions and interpret answers about the past sequence artefacts and events that are close together in time; sequence pictures from different periods understand there are reasons why people in the past acted as they did.

	Autumn Term Unit 1	Spring Term Unit 2	Summer Term Unit 3
	Notorious Nurses	**Let's explore**	**The Great Fire of London. How did the fire change our cities?**
	Builds on people who help us in Reception.	**Links to Geography – continents and maps.Polar explorers and Science Habitats**	**Links to Geography – UK** **Links to Sci – materials**
KS1 (Cycle B)	**National Curriculum Program of Study** Pupils should be taught about significant individuals in the past who have contributed to national and international achievements.	**National Curriculum Program of Study** pupils should be taught about the lives of significant individuals who have contributed to international achievements.	**National Curriculum Program of Study** Pupils should be taught about events beyond living memory that are significant nationally.
	Objectives 1) To know who Florence Nightingale was and when she lived. To understand the expectations on a rich woman in Victorian times. To use evidence from photographs to understand about Florence Nightingale's life? To ask questions. Annotate photographs from the past. 2) To sort pictures into groups, giving reasons for choice and using the appropriate vocabulary. 3) To know that Florence Nightingale introduced changes to improve conditions in the hospitals. 4) To use evidence from photographs to understand about Mary Seacole's life? To ask questions. Annotate photographs from the past. To know who Mary Seacole was and when she lived. To understand the prejudice that Mary Seacole encountered because of the colour of her skin. 5) To ask and answer questions To form own opinion about how we should remember significant individuals from the Past. 6) To understand and talk about the similarities and differences between hospitals now and hospitals in Victorian times. To use common words and phrases relating to the passing of time.	**Objectives** 1) To consider why explorers want to explore. To ask questions. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. 2) To recognize that transport for explorers has changed over time and the hardships endured 3) To understand how Neil Armstrong was part of space exploration. To be able to produce a timeline of space travel 4) To appreciate the public interest in the moon landings be able to understand the global significance using primary sources 5) To recognize the role of women in exploration by researching a female explorer and understanding the prejudice they may have had to overcome. 6) To consider and draw where they would like to explore if they could go anywhere and why. Children to suggest explorer from the past that they would learn from to help them in their exploration.	**Objectives** 1) To learn about the events of The Great Fire of London. To recall the year in which The Great Fire of London took place. To identify the capitals of the UK on a map 2) To order the events of 1666 as a class. To recall the reasons for the fire started. To recall the consequences of the fire. 3) To recall keys figures in the story of The Great Fire of London. To explain Samuel Pepys' role in the events of 1666. 4) To compare London in 1666 to London today – using key historical vocabulary. 5) To identify key facts about The Great Fire of London using a range of source 6) To recall keys figures in the story of The Great Fire of London. To explain Sir Christopher Wren's roll in the events of 1666

	Key Vocabulary Crimean War, nurse, soldier, prejudice, Jamaican, wounded, hospitals, then, now, equality, injured, Lady of the lamp, hygiene, medal, charity, Turkey, Scutari.	**Key Vocabulary** **Amelia Earhart, Christopher Columbus, indigenous Peoples, colonization, slavery, Ernest Shackleton, journey, exploration, Neil Armstrong, Dorthey Vaughan, Katherine Johnston and Mary Jackson**	**Key Vocabulary** **Pudding Lane, Samuel Pepys, 1666, thatch, diary, leather buckets, squirts, fire hook, River Thames, London.**
	Wider Learning opportunities: Norwich Castle Florence Nightingale half day event	**Wider Learning opportunities:**	**Wider Learning opportunities:** Great Fire event run by NMS at Strangers' Hall
	Disciplinary Knowledge Use primary and secondary sources Recognise how different interpretations of the past can be presented Cause and consequence Similarities and differences.	**Disciplinary Knowledge** Use primary and secondary sources Recognize interpretations of events may differ Cause and consequence Chronology Migration	**Disciplinary Knowledge** To explore what it might have felt like, what you might have smelt, heard, seen and tasted. To use a map. Understand cause and effect and consequences To explore the life of a significant figure through source material. To order events chronologically Similarities and differences

LKS2 (CYCLE A)	Norwich Castle Why is Norwich Castle still standing	Neolithic move to a settled life. Who were the first farmers in Britain.	Bronze age to Iron Age When would you prefer to live?
	National Curriculum Program of Study Pupils should be taught A local history study of a site from a period beyond 1066 that is significant in the locality.	**National Curriculum Program of Study** Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	**National Curriculum Program of Study** Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
	Objectives 1. To sort images of Norwich Castle using different criteria. 2. To recognize that the castle still stands as it has always been in use. 3. To explain the features of a motte and bailey castle and why and how it was built. 4. To understand what life was like in the Norman castle in 1121 – write a diary entry for the kings' visit at Christmas – explain the smells, noises etc. 5. To develop an understanding of the changes made to the castle as it became a prison – produce a flier for a public hanging or write a penny dreadful on the red barn murderer. 6. To compare images of the museum through time – what is the same and what has changed. 7. To represent the changing face and uses of the castle through a pictorial timeline.	**Objectives** 1. To understand the meaning of the term prehistoric and recognise and learn about the differences between the three stone ages. And place them in chronological order. 2. To understand the importance of archaeological evidence due to the lack of written evidence. 3. To be able to sort and identify flint tools and their uses. 4. To recognise that the beginning of farming and a settled life led to many changes for the people of Britain in the Neolithic era. 5. To produce instructions for cooking a dinner in a pit oven and how to hunt, prepare and cook fish. 6. To be able to ask questions about the site at Skara Brae and to interpret evidence from pictures of the site. 7. To understand how primary evidence shows us Neolithic peoples were not only interested in survival by studying henges, artefacts and attending the Gressenhall Neolithic event.	**Objectives** 1. To be able to place the different prehistoric ages on a timeline 2. To understand the importance of metal on lifestyle – especially the introduction of bronze. 3. To analyse and appreciate the importance of the Amesbury Archer burial and what this tells us about life at the time. 4. To be able to experiment with some bronze age crafts such as weaving and pottery to produce our own replica artefacts. 5. To use the internet and other secondary sources to find out about the Iron age Celts 6. To make a comparison between and iron age round house and a house in the 21st century – producing an air bnb advert for a roundhouse. 7. To consider the culture of the iron age celts – look at sacred sites, offerings, druids and the Celtic spiritual year 8. To understand that the prehistoric age came to an end with the arrival of the Romans who wrote about the Celts – what do we know from these accounts and can we trust them? 9. To understand that settlers to this country came from overseas.
	Key Vocabulary Norman, conquest, motte bailey, siege, keep, prison, spiral, cairn stone, museum.	**Key Vocabulary** Prehistory, Hunter-gatherer, settled, Neolithic, Tribe, Pelt, archaeology, Bronze, , Borer, Domesticate settlement, agriculture	**Key Vocabulary** Bronze age, Iron age, smelting, forge, round house, Iceni, weaponary, weaving, Celt, Hillfort , druids

	Wider Learning opportunities: Trip to Norwich Castle – self led Or Crime and Punishment event at Norwich Castle	**Wider Learning opportunities:** Neolithic day at Gressenhall	**Wider Learning opportunities:** **Pre- history day at Norwich castle.**
	Disciplinary Knowledge Disciplinary Knowledge Chronological Understanding Cause and Consequence – change of uses events—1121 visit by the king, opening of the museum. Historical enquiry –using replica artefacts and a site visit Similarity and difference, continuity and change (comparisons with other periods)	Disciplinary Knowledge Chronological Understanding Cause and Consequence (situation globe/ temperate climate, location = right conditions for settlements to grow and flourish events—discovery of skara brae Historical enquiry –using replica artefacts as evidence (flint tools) Similarity and difference, continuity and change (comparisons with other periods)	**Disciplinary Knowledge** Chronological Understanding Cause and Consequence events—discovery of Amesbury Archer Historical enquiry –using replica artefacts and photographs of sites and reconstructions as evidence Similarity and difference, continuity and change (comparisons with other periods including the present)
	Substantive Knowledge Castle designed to be a royal palace not a fortification but no kings ever lived in it. Henry I stayed for Christmas 1121. The keep was built using limestone shipped from Caen in France The upper floor was divided into 2 sections. On the north side was the Great Hall, and on the south were the royal quarters = large parlour, bedrooms and a chapel. Within the outer walls is a walkway where soldiers patrolled From the 14th century it was a county gaol.In 1883 the county gaol moved to Mousehold Heath In 1894 Norwich Castle opened as a museum.	**Substantive Knowledge** Paleolithic 800,000 BCE – Earliest footprints in Britain 10,000 BCE- End of the last Ice Age Mesolithic 10,000BCE – 4,000BCE – mainly hunter gatherers Neolithic 4000BCE -2300BCE - 4000 BCE - Stone Age people began to farm for food, rather than just hunting and gathering. 3000 BCE – Stonehenge started 3000 BCE – Skara Brae built	**Substantive Knowledge** 2300 BCE – people began to work with bronze 1600 BCE – Stonehenge abandoned 1500 BCE- People lived in villages and had farms with livestock and crops. 1200 BC/BCE- Hill forts were built for protection from unfriendly tribes. 800BCE Iron age 800 BCE – people began to work with iron 120 BCE – the first coins were introduced from Europe 43 CE – the second Roman Invasion (Claudius)

	Autumn Term Unit 1	Spring Term Unit 2	Summer Term Unit 3
	Ancient Egypt **Carter tomb raider or archaeologist**	**Ancient Greeks. How did the Greeks change the way we think?**	**The Romans** **What did the Romans do for us?**
	Link to Explorers unit in KS1 **Links to Geography Continents**	**Link to Ancient Egyptians unit** **Link to Geography - Europe**	**Link to idea of Empire from Alexander the Great in Greek unit.**
LKS2 (CYCLE B)	**National Curriculum Program of Study** **Pupils should be taught Pupils should study the achievements of the earliest civilisations and an indepth study of ...Ancient Egypt.**	**National Curriculum Program of Study** Pupils should complete a study of ancient Greek life: their achievements and influence on the Western world.	**National Curriculum Program of Study** pupils should be taught about the Roman Empire and its impact on Britain.
	Objectives 1) To understand the term civilization, To be able to place Ancient Civilisations on a time line 2) To understand when and where the Ancient Egyptians lived and recognize the importance of the Nile. 3) To compare the social structure/ roles of Ancient Egyptians to modern social structure. 4) To understand the role religious belief had in the civilization. To find out about some of the main gods. 5) To recognize the importance of mummification and its link to the belief of an afterlife. **6)** To understand and question the role of archaeologists especially Howard Carter.	**Objectives** 1) To be able to explain when and where the ancient Greeks lived and how we know so much about them. 2) Use primary and secondary sources to research everday life in Ancient Greece 3) To find out about ancient Greek Gods and how they were seen. To be able to recognize Gods from primary and secondary sources. 4) To be able to compare the life in different City States 5) To recognize and explain the legacy of the Ancient Greeks **6)** To understand the role of Alexander the Great and his Empire	**Objectives** 1. To learn about where the Romans came from and how the city of Rome became the centre of a huge empire. 2. To identify reasons why the Romans invaded Britain, then settled and to recall key facts about the invasions. 3. To understand why and how the Romans built new roads and towns in Britain. 4. To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event. 5. To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there. 6. To examine Roman villa complexes in Britain and the way of life in a countryside villa 7. To understand the lasting impact of the Roman Empire on Britain.
	Key Vocabulary Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Rosetta Stone	**Key Vocabulary** Democracy, Acropolis, Parthenon, Olympics Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Mythology, Column, Hoplite, Oracle, slave, medicine, .city states, empire,	**Key Vocabulary** Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, legion, slave, pantheon
	Wider Learning opportunities: Egyptian day at school or Egyptian event at Norwich Castle	**Wider Learning opportunities:** Ancient Greek day - Art, storytelling and mini Olympics.	**Wider Learning opportunities:** Roman day at either Norwich Castle or time and tide.

	Disciplinary Knowledge Chronological Understanding Cause and Consequence (situation ion globe/ temperate climate, location next to a river = right conditions for settlements to grow and flourish over time to become civili-sations) Significant events—discovery of Tutankhamuns's tomb Historical enquiry –using artefacts from tombs as evidence Similarity and difference, continuity and change (comparisons with other periods) Historical interpretation: identifying primary and secondary sources; reliability of evidence—Herodatus' statement about slaves building pyramids.	**Disciplinary Knowledge** Chronological Understanding Cause and Consequence - Significant events- Historical enquiry –using artefacts as evidence Similarity and difference, continuity and change (comparisons with other periods) Historical interpretation: identifying primary and secondary sources	Disciplinary Knowledge Chronological Understanding Cause and Consequence - Significant events- Historical enquiry –using artefacts as evidence Similarity and difference, continuity and change (comparisons with other periods) Historical interpretation: identifying primary and secondary sources Develop an awareness of the Roman Empire and its impact on Britain. Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
	Substantive Knowledge • We know a lot about Ancient Egypt because of the discoveries made by archaeologists such as Howard Carter • Ancient Egypt began 3000 years BC and ended 30 BC when the Roman empire invaded • Ancient Egypt was a monarchy ruled by a pharaoh. • Ancient Egyptians developed a type of writing known as hieroglyphics. Scribe s were very important people who could read and write hieroglyphics. • The River Nile was very important to Ancient Egypt for drinking water, farming and transport. • Farming was based around the annual flooding of the Nile which made the land very fertile. and able to produce lots of crops. They developed technology such as the shaduf and irrigation to improve farming. • Ancient Egyptians worshipped many gods (polytheism).They believed in an afterlife. They mummified bodies to prepare them for the afterlife. • Ancient Egyptians made special burial sites for pharaohs which changed over time (pyramids at Giza, tombs in Valley of Kings) • Key terms: civilisation, archeology, monarchy, dynasty, slavery, agriculture, technology, trade, hierarchy	**Substantive Knowledge** About 2,500 years ago, Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation. The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as 'legacies' of ancient Greece. Focus = Democracy and Olympics. Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together against a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta. The Ancient Greeks were Polytheists – believing in many Gods.	**Substantive Knowledge** 2,000 years ago, Britain was ruled by tribes of people called the Celts -the Iron Age. But this was about to change. For around a century, the Roman army had been building an Empire across Europe. The Celtic tribes in Britain already traded with the Romans selling goods made from tin and iron, hunting dogs, corn and animal skins. In return, they bought wine, pottery, glass and figs from the Romans. A Roman army led by Julius Caesar came to Britain in 55 BC and 54 BC. They won some battles but went away again. In AD43, the full might of the Roman army, led by Emperor Claudius, landed on the beaches in Kent. Over the next year it battled inland, storming through hillforts and chopping down anyone who stood in their way. The Romans invaded Britain for the precious metals. However, they weren't just a destructive force; they built new forts, new settlements and roads. They spread their culture, language and laws. These things can be referred to as 'legacies' – however many dismantled when the Romans left. The Roman Empire was not a country. It was made up of many countries that it forcibly conquered. There were often battles between Iron Age tribes but some joined together against the common enemy. The Romans were Polytheists – believed in many Gods. 61 AD Boudicca, Queen of the Celtic Iceni tribe, leads a rebellion of the Iceni tribe against the Romans. After burning down Colchester, London and St Albans, Boudicca was eventually defeated at the Battle of Watling Street.

UKS2 (Cycle A)	War time Britain What was going on from 1939-1945	Where did the anglo Saxons and Viking come from and why did they settle in Britain?	Strangers in a strange land. Is Norwich a city if sanctuary?
	Links to geography unit regarding how Europe changed between 1939 and the present day.	Links to geography of Europe and Romans	Links to school of sanctuary PSHE, History of Norwich(y34) and KS1 trips to Strangers' Hall
	National Curriculum Program of Study Pupils should be taught	**National Curriculum Program of Study** Pupils should be taught	**National Curriculum Program of Study** Pupils should be taught
	Objectives 1. Research and discuss why Britain went to war in 1939 2. Be able to explain what the Blitz was and how it affected Norwich. 3. Be able to explain what it was like to be an evacuee and recognize people had different experiences. 4. Recognise how activities on the home front contributed to how Britain was able to stand firm against the German threat. 5. Use sources of evidence to find out what happened at Dunkirk – recognize bias. 6. Be able to explain the role of the Normandy Landings in ending the war and use sources of evidence to write about how people felt.	**Objectives** 1. To use images of finds to understand the Mystery of Sutton Hoo? 2. Be able to place the Anglo Saxon period on a timeline and explain where Anglo Saxons come from and why they settled in Britain. 3. Discover where the Vikings came from and why they travelled. 4. Understand the features of a Viking long ship and compare and contrast this to a modern sailing ship. 5. Be able to explain what the Vikings and Anglo Saxons shaped life in Briton and the legacy they created. 6. Understand how Briton was ruled during the Anglo Saxon and Viking period and how some commonly known ideas are misconceptions or stories.	**Objectives** 1. To recognize the difficulties and hardships of moving to a new place with different social norms, culture and language 2. Understand refugees and immigrants have always been arriving in Norwich – be able to place different groups and migration events on a timeline. 3. To be able to recognize and explain the reasons behind the dutch migrants "strangers" move to Norwich – persecution of protestants in Europe – asylum seekers. 4. To understand how different sectors of Norwich had different feelings regarding the Strangers arrival and appreciate how they may have felt. 5. To be able to explain the legacy of these strangers to the city. 6. To be able to research the Hugenouts and Harriet Martineau and discuss their legacy 7. To be able to use primary evidence to research and produce and information pack.
	Key Vocabulary Air-raid Allies Anderson Shelter Axis Powers Baedeker Raids Black Out Blitz Evacuee Facism Führer Gas Masks Holocaust Invasion Liberated Luftwaffe Occupied Nazi Persecution Propaganda Rationing	**Key Vocabulary** Angles, Saxons, Mead, Rune, Wattle-and-daub, Sutton Hoo, Lindisfarne, Monk, Illumination, Weregeld, Christianity, Alfred the Great, Longboat, Longhouse, Chieftain, Berserker, Danegeld, Feast, Raid, Trade, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Figurehead, Chain, Valhalla	**Key Vocabulary** Asylum seeker, persecution, economy, migration, immigration, legacy, archives, primary evidence, industry, protestant, catholic, chronology
	Wider Learning opportunities: Evacuee day , phase museum	**Wider Learning opportunities:** Anglo Saxon and Viking event NMS Anglo Saxon village – West Stowe	**Wider Learning opportunities:** Refugee day at Strangers Hall, or walk around Norwich

	Disciplinary Knowledge Chronological Understanding Cause and Consequence Significant events Historical enquiry –using artefacts/ photographs/ documents/ radio broadcasts as evidence Similarity and difference, continuity and change (comparisons with other periods) Historical interpretation: identifying primary and secondary sources; reliability of evidence- propoganda **Substantive Knowledge** Outbreak of WWII -1st September 1939, Germany invaded Poland. Britain and France (Poland's allies) gave Germany notice to withdraw their troops. When they did not, Neville Chamberlain declared war on 3rd September 1939. (1st – 3rd Sept, 1939) Evacuation of Dunkirk -Large numbers of British, French and Belgian troops were surrounded by German soldiers on the northern coast of France. 800 British boats set out and rescued many of them against the odds, although many men died. (26th May – 4th June 1940) Battle of Britain -In the Battle of Britain, the Royal Air Force (RAF) successfully defended Britain from attacks by Nazi Germany's Luftwaffe planes. (10th July – 31st October 1940) D-Day Landings - Also known as the Normandy Landings, these were a series of landing operations by the Allies to claim back Europe. (6 th June 1944)	**Disciplinary Knowledge** **Similarity and difference.** Between the historical period and today Compare and contrast ways of life between two invading groups. Compare and contrast with life in other parts of the world during same period e.g. Mayans **Change and continuity –** Life in Britain under rule of Romans, Anglo Saxons and Vikings. **Cause and consequence** – why leave a place? Why settle in a place? **Chronology** - place events on a timeline **Sources of Evidence** - Use a range of evidence, photographs, drawings, buildings, sculpture and artefacts – how reliable are they – who paid for them to be produced? Which are primary sources and which are secondary? Anglo Saxon stories. **Substantive Knowledge** The period before the first Viking invasion: The Anglo-Saxons, tribes of farmer-warriors who came from Northern Europe (modern day Germany, Netherlands and Denmark) first tried invading in the 4th century, but the Roman army were quick to send them home again. Years later, around 450CE, the Ancient Romans left Britain, the Anglo-Saxons seized their chance and this time they were successful. The Anglo Saxons were not one united nation, but were made up of different tribes (the Angles, the Saxons and the Jutes) who often fought against each other. They divided England into several kingdoms. The period after the first Viking invasion: Several Viking raids took place during the 8th Century, with increasing numbers towards the end of the century. The period is often considered to have begun with the raiding of Lindisfarne in 793. Vikings were largely from Denmark, Norway and Sweden and it is not known for certain why they began to raid other lands and settle in places such as England. Within a century Vikings had taken over large parts of the land in northern England, although failed to over-rule the large kingdom of Wessex. By 884, after years of battles, a treaty was agreed that left Vikings ruling over 'Danelaw' in the north and east of England and the Anglo Saxon kingdom of Wessex remained in the south.	**Disciplinary Knowledge** **Similarity and difference.** Between the historical period and today Compare and contrast ways of life between two different groups Compare and contrast with life in other parts of the world during same period e.g. Netherlands **Change and continuity –** Life in Britain as different groups arrive – legacy **Cause and consequence** – why leave a place? Why settle in a place? **Chronology** - place events on a timeline **Sources of Evidence** - Use a range of evidence(primary and secondary), photographs, drawings, buildings, sculpture and artefacts – how reliable are they – who paid for them to be produced? **Substantive Knowledge** By late 1570s, one person in four in Norwich was a refugee who had come into the city within the previous ten years. In November 1569, the number of strangers was calculated at 2,827 (752 men, 681 women, 26 servants, 1132 children), The city welcomed these incomers, but kept a careful check on their numbers. In the time of Mayor Robert Wood (1569-70), it was noted; 'by reason of the business in Flanders the city was very much replenished with strangers'. 'More than a third of the city's population now immigrants.' Today that reads like a shock tabloid headline, but 450 years ago in Norwich, refugees were welcomed. The poet Michael Drayton described Norwich as 'That hospitable place to the industrious Dutch'. The strangers at Norwich were placed under a strict and special rule; a book of orders was drawn up by the Corporation and settled by a committee of the Privy Council, Norwich was not free from xenophobia. As early as 1144, the death of a boy, named William, had led to accusations of ritual murder by Jews and sparked anti-Semitic rioting. In 1567 the Mayor of Norwich, Thomas Whall, made inflammatory statements, which sound all too familiar today, that the Walloons had "sucked the living away from the English" Their legacy is seen in street names, businesses, canarys and textiles to name but a few.

	Autumn Term Unit 1	Spring Term Unit 2	Summer Term Unit 3
	The Mayan Civilisation	**Kett's Rebellion. Freedom fighter or criminal?**	**Monarchy and democracy. How has the power and role of the monarchy changed?**
	Links: lower KS2 unit on Ancient Egyptians as an ancient civilization, explorers unit KS1	**Links: lower KS2 unit Norwich a Fine City, Gun Powder plot from KS1**	**Links LKS2 Ancient Egyptians, Greeks and Romans, UKS2 -Kett's Rebellion and the Gunpowder Plot studied in KS1**
UKS2 (Cycle B)	**National Curriculum Program of Study** pupils must be taught about a non-European society that provides a contrast with British history	**National Curriculum Program of Study** Pupils should be taught Pupils should study an aspect or theme in British History that extends pupils chronological knowledge beyond 1066 e.g. rebellion	**National Curriculum Program of Study** Pupils should study an aspect or theme in British History that extends pupils chronological knowledge beyond 1066 e.g. the power of the monarch?
	Objectives 1) To understand who were the Mayans. To be able to place them geographically and chronologically. 2) To investigate everyday life for the Mayans 3) To use souces of evidence to find out about Mayan beliefs and pastimes. 4) To develop an appreciation of the magnificence of Mayan civilization in comparison to other societies at the time. 5) To understand the advances made by the Mayan civilization with regard to science and technology. **6)** To be able to explain the possible reasons for the downfall of the civilization and consider why there are different interpretations and theories regarding this.	**Objectives** 1) To compare present day Norwich to Tudor Norwich. Identify what caused the rebellion. 2) To recognize the role played by Robert Kett in the escalation of events. To understand the chronology of events and place on a time line. 3) To be able to compare maps from different times locating major landmarks and recognizing changes. 4) To be able select relevant information from primary and secondary sources to produce a report of an event. 5) To consider how Kett was seen at the time by different members of the society. Compare to how he is seen in Norfolk today using primary evidence. 6) To understand that opinions about Kett have changed over time. To be able to discuss was he a hero or a villain?	**Objectives** 1. recognise some of the causes and consequences of William I's invasion in 1066 2. identify historical events that have made an impact on modern day. 3. Be able to use a range of evidence to investigate a historical figure – Richard I 4. To understand the causes and consequences of the civil war 5. To compare historical periods, identifying differences between them drawing inferences from historical records – focusing on the public perception of today's royal family and the court of Henry VIII 6. To evaluate the changes in the power of the monarchy from 1066 to the modern day. 7. To recognize the importance of parliament in the past and today
	Key Vocabulary Ahau, Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Haab, Jade, Sacrifice City-states, Terraced, Pyramid, Peasant, Bloodletting, Cacao, Cenote, Huipil, Popol Vuh, Tzolk'in, colonisation	**Key Vocabulary** Enclosures, camp, unrest, hanging, common land, grazing, agriculture, rebellion, treason, pardon	**Key Vocabulary** monarchy, republic, restoration, parliament, dynasties, heir, coronation, dissolution.
	Wider Learning opportunities: Sainsbury Centre Chocolate event at the Bridewell –explain doing Mayans	**Wider Learning opportunities:** Kett's Rebellion Day at Strangers Hall	**Wider Learning opportunities:** Visit to London including Westminster.

	Disciplinary Knowledge **Similarity and difference.** Compare and contrast with other Ancient Civilisations i.e. Ancient Egypt, Rome and Greece. Compare and contrast with life in Anglo Saxon England (same period) **Change and continuity/Cause and consequence** – over exploitation of land – droughts, conquest/ movement/ decline of City states **Chronology** - place events on a timeline **Sources of Evidence** Frederick Catherwood drawings from 1800s – use a range of evidence, photographs, drawings, buildings, sculpture and artefacts – how reliable are they – who paid for them to be produced? Which are primary sources and which are secondary? Mayan myths?	**Disciplinary Knowledge** Cause and consequence Wool price, land ownership, desperation, hanging Evidence . List of demands . Maps from the time Later paintings – how reliable are they as a form of evidence? Local buildings, plaques, the Ballad of Robert Kett etc Similarity and difference Compare to Boudicca and the legend of Robin Hood – how do views of people change? Compare Norwich/ Norfolk then and today. Historical Significance.	**Disciplinary Knowledge** **Similarity and difference.** Between the historical period and today Compare and contrast with other areas studied eg. Mayan city states, Egyptian Pharoahs. **Change and continuity** **Cause and consequence -** trade, Empire, Conquest, changing role **Chronology** - place events on a timeline **Sources of Evidence-** reliability and bias – eg. Bayeaux tapestry Descriptions of Elizabeth 1st,– royal portaits – the Armada portait of Elizabeth 1 – who wrote the history? Maps.
	Substantive Knowledge The Maya Empire, based in what is now Guatemala, reached the peak of its power around the sixth century A.D. The Maya excelled at agriculture, pottery, hieroglyph writing, calendar-making and mathematics, and left behind an astonishing amount of impressive architecture, they had sports, social hierarchy and followed polytheism. The Mayan began to leave their cities from 700CE – no one definitely sure why? Mayans still live in Guatemala today. All dates below are approximate **The Pre-classic period (1800 BC to 250 AD)** Great growth for the Maya. Small villages evolved into cities. Hierarchy began to emerge (King with absolute power; nobles, priests, astronomers; merchants & artisans; peasants; slaves) **Classic Period (250 - 1000 AD)** Maya culture flourished. City states began to take over smaller neighbouring cities. Goods such as chocolate and stone are traded with neighbouring city states. Towards the end of the Classic Period, Maya centres become less important **Post Classic Maya (1000 AD on-wards)** City of Chichen Itza became very powerful with strong economy and military powers. Other Mayan cities continued to decline. **Spanish Arrive (1500s)** Ships with Spanish explorers arrive. Brought diseases with them which killed many Maya. **Hernan Cortes (1519)** A Spanish explorer conquered the Maya and began to remove Maya culture	**Substantive Knowledge** Kett's Rebellion= 1549 revolt in Norfolk during reign of Edward VI in response to the enclosure of land. Wymondham on 8 July 1549- a group of rebels destroying fences that had been put up by wealthy landowners. One of the targets was yeoman farmer Robert Kett who, instead of resisting the rebels, agreed to their demands & offered to lead them. 12th July Kett and his forces approx. 16000, set up camp on Mousehold Heath. 29 July Rebels stormed Norwich and took the city. 1st of August the rebels defeated by a Royal Army led by the Marquess of Northampton who had been sent by the government. 27 August rebels were defeated by an army under the leadership of the Earl of Warwick at the Battle of Dussindale. Kett was captured, held in the tower of London , tried for treason. December 1549 he was hanged from Norwich Castle and his brother William was hanged in Wymondham.	**Substantive Knowledge** In a monarchy, a king or queen is Head of State. The British Monarchy is now known as a constitutional monarchy. This means while The Sovereign is Head of State, the ability to make and pass legislation resides with an elected Parliament. Although The Sovereign no longer has a political or executive role, they continues to play a part in the life of the nation. As Head of State, The Monarch undertakes constitutional and representational duties which have developed over one thousand years of history. In addition to these State duties, The Monarch has a less formal role as 'Head of Nation'. In the Middle Ages, the king was the most important man in England. He ruled over all the people in his kingdom with the support of his barons and the Church. The king owned all the land and gave estates to his followers. In return for their estates, the king's followers promised to be loyal to him. They also provided him with knights to serve in his army and gave him money and advice. King John was forced to sign the Magna Carta in 1215. The Magna Carta was important as it promised to protect English people's rights and freedoms. In Magna Carta, John promised to treat people fairly and justly. This was the first time that an English king had been challenged by his own subjects for being a harsh ruler, so that the king was forced to agree to a list of reforms that were written down. Over the course of history, monarch have been forced to pass their power over to Parliament. Charles I was even executed by Parliament in 1649. Queen Victoria wished to rule more of the globe for the benefit of Britain – at the expense of people already living in countries she claimed. By the end of Queen Victoria's reign in 1901, all power lay in the hands of Parliament in Westminster

		Autumn	*Spring*	*Summer*	
KS1	Cycle A (e.g 20/21)	Remember remember. Is it right to celebrate Bonfire Night?	Toys, baths and bedtime. How have children's lives changed?	Oh I do like to be beside the seaside. How have seaside holidays changed?	
	Cycle B (e.g. 22/23)	Notorious nurses Why are some nurses famous?	Let's explore! Why do we explore?	The great Fire of London. How did the fire of London change our cities?	
LKS2	Cycle A	Norwich Castle. Why is Norwich Castle still standing and not a ruin?	Neolithic move to a settled life. Why did the Neolithic become the first farmers?	Bronze Age to Iron Age. Would you rather live in a Bronze age or Iron age village?	
	Cycle B	Ancient Egypt. Carter – Tomb raider or archaeologist?	Ancient Greeks. How did the Greeks change the way we think?	The Romans. What did the Romans do for us?	
UKS2	Cycle A	War time Britain. What was going on from 1939-1945?	Where did the Anglo Saxons and Vikings come from and why did they settle in the UK?	Strangers in a strange land. Is Norwich a city of Sanctuary?	
	Cycle B	The Mayan Civilisation. What happened to the Mayans?	Kett's Rebellion – freedom fighter or criminal?	Monarchy and Democracy. How has the power of the monarch changed?	Where did Shackletons journey take him? Shackleton – heroic or reckless?