**History Curriculum by Terms 2019 -**

The historical themes that run through our topics across the whole school are **‘trade’** and **‘how societies are governed and ruled’**.

**Year 3 Autumn Term**

*Changes in Britain for the Stone Age to the Bronze Age*

Iron Age hill forts: tribal kingdoms, farming, art and culture

|  |  |
| --- | --- |
| **Vocabulary** | **Skills** |
| *Trade*  Barter – exchanging goods, rather than selling them for money  Surplus – more than needed  Subsistence – just having enough food or money to stay alive  Raw materials – material still in its natural or original state  *How societies are governed and ruled*  Nomad – a member of a group who travel from one place to another  Hunter-gatherer – hunted for food rather than farming it  Clans – groups where families are related to each other  Oral tradition – components of a culture that are transmitted orally through a genertaion | Note connections, contrasts and trends over time and develop the use of historical terms  Construct informed responses that involve thoughtful selection and organisation of relevant historical information |

**Year 3 Summer Term**

*The achievements of the earliest civilisations - the Shang Dynasty of Ancient China*

|  |  |
| --- | --- |
| **Vocabulary** | **Skills** |
| *Trade*  Artisans – a job where skills with hands are required  Sculptors – work produced by carving or shaping stone  Porcelain – a hard, shiny substance made by heating clay  Trade Routes – a route covering long distances used by traders  Jade – a hard stone usually green  Bronze – a yellowish-brown metal, a mixture of copper and tin  *How societies are governed and ruled*  Monarchy – a system where a country has a monarch  Centralised – a country where one central group give instructions to regional groups  Agriculture – farming methods that are used to raise crops and animals  Allies – countries that come together to support each other  head of state – leader of a country eg. King, Queen or President | Understand how our knowledge of the past is constructed from a range of sources  Know and understand significant aspects of the history of the wider world: the nature of ancient civilizations  Address historically accurate questions about change, cause, similarity, difference and significance |

**Year 4 Autumn Term**

*Ancient Greece – a study of Greek life and achievements and their influence on the Western world*

|  |  |
| --- | --- |
| **Vocabulary** | **Skills** |
| *Trade*  Imports – buying from another country  Currency – money used by a country  Merchants – someone who buys and sells goods usually in large amounts  Coinage – the coins used in a country  Piracy – robbery at sea usually by pirates  *How societies are governed and ruled*  Ruling council – a group of people setting rules  Democracy - a system where the people choose a system of government by voting  Citizens – the people of a country  Slaves – the property of another person  Government – a ruling party, usually chosen by the people | Understand significant aspects of the history of the wider world – the nature of ancient civilizations  Gain and deploy a historically grounded understanding of abstract terms  Address historically accurate questions about change, cause, similarity, difference and significance |

**Year 4 Summer Term**

*The Roman Empire and its impact on Britain* and a *Local History Study*

Successful invasion by Claudius and conquest, including Hadrian’s Wall and Roman Exeter

|  |  |
| --- | --- |
| **Vocabulary** | **Skills** |
| *Trade*  Import - buying from another country  Export – selling goods and services to other countries  trading partners – countries between agreements are made to buy and sell goods  Roads – a long piece of hard ground between two places  Waterways – a canal, river or channel of sea which ships or boats can sail along  *How societies are governed and ruled*  Invade – to enter by force with an army  Chieftains – the leader of a tribe  Conquer – to complete the takeover of another countries land  Province – a large section of a country that has its own administration  Resistance – a refusal to accept a change or new rule | Understand the methods of historical enquiry, including how evidence is used to make historical claims  Construct informed responses that involve thoughtful selection and organisation of historical information |

**Year 5 Autumn Term**

*Britain’s settlement by Anglo-Saxons and Scots*

Anglo-Saxon invasions, settlements and kingdoms: place names and village life

|  |  |
| --- | --- |
| **Vocabulary** | **Skills** |
| *Trade*  Franks – a collection of Germanic people  raw materials - material still in its natural or original state  finished goods – goods that have completed the manufacturing process, but have not been sold  Buhrs - settlement  Profit – the amount of money you gain when you sell something above what you paid for it  *How societies are governed and ruled*  Communal – groups or societies  Treasured possessions – goods that hold a high value, either monetary or sentimental | Understand how Britain has been influenced by the wider world  Understand how our knowledge of the past is constructed from a range of sources |

**Year 5 Summer Term**

*The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor*

Viking raids and invasion

|  |  |
| --- | --- |
| **Vocabulary** | **Skills** |
| *Trade*  Home base – the place where a person has their home  trade centre – a place where goods are bought and sold  Settled – to stay in one place rather than moving around  Intermarried – where people from different religions, social or racial groups marry  trading empire – large areas that buy and sell goods between themselves  *How societies are governed and ruled*  Oral culture – human communication from one generation to another  Law – a system of rules  Thing – any object, feature or event  Banished – sent away or not allowed to take part  Confiscated – something that is taken away from somebody | Understand how Britain has been influenced by the wider world  Note connections, contrasts and trends over time  Devise historically accurate questions about change, cause, similarity, difference and significance |

**Year 6 Autumn Term**

*A non-European Society that provides contrasts with British history*

Mayan civilization c AD900

|  |  |
| --- | --- |
| **Vocabulary** | **Skills** |
| *Trade*  Slaves – the property of another person  Tributes – a payment by one state ruler to another  Mayan trade network – a system used by the Maya to buy and sell goods  Obsidian – a dark volcanic glass formed from lava  luxury items – goods that are not essential to day to day living  *How societies are governed and ruled*  Hierarchical – a system where an organisation has different ranks or positions depending on how important they are  urban ceremonial centre – a place where religious or formal events take place  Power – the control somebody has over somebody or something  Prestige – admired or respected because of their position  Elites – top of the society eg. richest, talented | Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; achievements and follies of mankind  Devise historically accurate questions about change, cause, similarity, difference and significance |

**Year 6 Spring Term and Sumer Term**

*A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066*

The changing power of monarchs using case studies such as John, Anne and Victoria

|  |  |
| --- | --- |
| **Vocabulary** | **Skills** |
| *How societies are governed and ruled*  Absolute power – to have total control  constitutional monarchy – the way a country is run by a monarch  Succession – the next in line  divine right to rule – a right to be in control of a country  Barons – the lowest rank of nobility  Commonwealth – an organisation consisting of the UK and many countries that it used to rule | Understand and use accurately abstract terms such as empire, civilisations, parliament and peasantry, building on the knowledge and understanding built up throughout KS2 |