**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 moneySurplus – more than neededSubsistence – just having enough food or money to stay aliveRaw 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 anotherHunter-gatherer – hunted for food rather than farming it Clans – groups where families are related to each otherOral 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 termsConstruct 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 requiredSculptors – work produced by carving or shaping stone Porcelain – a hard, shiny substance made by heating clayTrade Routes – a route covering long distances used by tradersJade – a hard stone usually greenBronze – a yellowish-brown metal, a mixture of copper and tin*How societies are governed and ruled*Monarchy – a system where a country has a monarchCentralised – a country where one central group give instructions to regional groupsAgriculture – farming methods that are used to raise crops and animalsAllies – 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 sourcesKnow and understand significant aspects of the history of the wider world: the nature of ancient civilizationsAddress 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 countryCurrency – money used by a countryMerchants – someone who buys and sells goods usually in large amountsCoinage – the coins used in a countryPiracy – 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 votingCitizens – the people of a countrySlaves – the property of another personGovernment – a ruling party, usually chosen by the people | Understand significant aspects of the history of the wider world – the nature of ancient civilizationsGain and deploy a historically grounded understanding of abstract termsAddress 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 countryExport – selling goods and services to other countries trading partners – countries between agreements are made to buy and sell goodsRoads – a long piece of hard ground between two placesWaterways – 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 landProvince – 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 claimsConstruct 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 peopleraw materials - material still in its natural or original statefinished goods – goods that have completed the manufacturing process, but have not been soldBuhrs - settlementProfit – 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 societiesTreasured possessions – goods that hold a high value, either monetary or sentimental | Understand how Britain has been influenced by the wider worldUnderstand 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 aroundIntermarried – where people from different religions, social or racial groups marrytrading 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 eventBanished – sent away or not allowed to take partConfiscated – something that is taken away from somebody | Understand how Britain has been influenced by the wider worldNote connections, contrasts and trends over timeDevise 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 personTributes – a payment by one state ruler to another Mayan trade network – a system used by the Maya to buy and sell goodsObsidian – a dark volcanic glass formed from lavaluxury 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 areurban ceremonial centre – a place where religious or formal events take placePower – the control somebody has over somebody or somethingPrestige – admired or respected because of their positionElites – 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 mankindDevise 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 controlconstitutional monarchy – the way a country is run by a monarchSuccession – the next in line divine right to rule – a right to be in control of a countryBarons – the lowest rank of nobilityCommonwealth – 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 |