

Progression of Skills, Knowledge and Vocabulary for a Waverley Abbey Historian

All things are possible for one who believes – Mark 9:23.

At Waverley Abbey we aim to develop world aware historians who are able to understand and appreciate a wide variety of historical time periods and cultures from different viewpoints. We aim to equip children with the skills and tools to enable them to delve into historical times in creative and immersive lessons. We encourage the children to think reflectively and critically to examine sources of information. A Waverley Abbey historian will develop a growth mind-set and strive to achieve their best in all they do.

What the National Curriculum requires in history at KS2

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should 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 Scots**

• **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 – **WW2**

• 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 – one study chosen from: **early Islamic civilization**, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Curriculum enrichment – Pupils' understanding and enthusiasm for History is further enriched by our many school visits which have a history focus as their starting point, for example Butser Ancient Farm and Fishbourne Roman Palace and by special themed days in each Year Group, such as Roman Day, Greek Day and Evacuee Day as well as many cross curricular links to other subjects.

Year 3

Term	Unit – Enquiry Questions	Knowledge	Skills	Vocabulary – Key Concepts (Golden words)	Local history
Autumn					
Spring 1	<p><u>How did Britain change from the Stone Age to the Iron Age?</u></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> - What was life like in Stone Age Britain? - When and why was Stonehenge built? - How did life change during the Iron Age? 	<ul style="list-style-type: none"> - old vs new stone age - Neolithic hunter-gatherers - Skara Brae – homes - Bronze age technology – Stonehenge - iron age hill forts - celtic/tribal kingdoms <p>Sticky:</p> <ul style="list-style-type: none"> - Know how Britain changed between the beginning of the stone age and iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter gatherers' 	<ul style="list-style-type: none"> - understand chronology - investigate and interpret the past - communicate historically 	<p>Neanderthal</p> <p>Skara Brae</p> <p>weapon</p> <p>hunter</p> <p>gatherer</p> <p>dweller</p> <p>agriculture</p> <p>Neolithic</p> <p>weaving</p> <p>tribe</p> <p>carving</p> <p>food source</p> <p>weapon</p> <p>evolving</p> <p>tactic</p> <p>habitats</p> <p>Civilisation</p> <p>Trade</p>	<ul style="list-style-type: none"> - Butser trip

Spring 2	<p><u>What impact did the Roman Empire have on Britain?</u></p> <p>The Roman Empire and its impact on Britain</p> <p>- When did the Romans invade and why?</p> <p>- Did the native Britons welcome or resist the Romans, and why?</p> <p>- Did the Romans settle in Tilford?</p> <p>- How did the Romans influence the culture of the people already here?</p>	<ul style="list-style-type: none"> - Caesar and Claudius - power of Roman army - British (Celtic) resistance - Boudica - Romanisation of Britain, Impact of technology - reasons why Romans left <p>Sticky:</p> <ul style="list-style-type: none"> - Know how Britain changed from the iron age to the end of the Roman occupation - Know how the Roman occupation of Britain helped to advance British society - Know how there was resistance to the Roman occupation and know about Boudica - Know about at least one famous Roman Emperor 	<ul style="list-style-type: none"> - understand chronology - overview of world history - investigate and interpret the past - communicate historically 	<p>Invaded</p> <p>Chariot</p> <p>Gladiator</p> <p>Legionary</p> <p>Emperor</p> <p>Centurion</p> <p>Conquered</p> <p>Amphitheatre</p> <p>Military</p> <p>Ancient</p> <p>Europe</p> <p>Empire</p> <p>Tax</p> <p>Trade</p> <p>Church</p> <p>Religion</p> <p>Civilisation</p>	<ul style="list-style-type: none"> - Roman Way investigation - Fishbourne
Summer					
Year 4					
Term	Unit – Enquiry Questions	Knowledge	Skills	Vocabulary – Key Concepts (Golden words)	Local history
Autumn					
Spring 1	<p><u>Was the Anglo-Saxon period a 'Dark Age'?</u></p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>- Who were the Anglo Saxons and why did they invade and settle in Britain?</p> <p>- What was life like in Anglo-Saxon Britain?</p>	<ul style="list-style-type: none"> - recap Roman withdrawal ->retrieval opportunity - scots invasion from Ireland to North Britain (now Scotland) - kingdoms, villages and place names - art and culture - Christianity <p>Sticky:</p> <ul style="list-style-type: none"> - Know how Britain changed between the end of the Roman occupation and 1066 - Know about how the Anglo-Saxons attempted to bring about law and order into the country - Know that during the Anglo-Saxon period Britain was divided into many kingdoms (Heptarchy) - Know that the way the kingdoms were divided led to the creation of some of our county boundaries today - Use a time line to show when the Anglo-Saxons were in England 	<ul style="list-style-type: none"> - understand chronology - overview of world history - investigate and interpret the past - communicate historically 	<p>Angles, Saxons, Jutes</p> <p>Paganism</p> <p>Kingdom</p> <p>Divided</p> <p>Invaded</p> <p>Danelaw</p> <p>Medieval</p> <p>Conquered</p> <p>Voyage</p> <p>Monarch</p> <p>Empire</p> <p>Tax</p> <p>Trade</p> <p>Church</p> <p>Religion</p>	<ul style="list-style-type: none"> - Anglo-Saxon Farnham

Spring 2	<p><u>Raiders or Settlers:</u> <u>How should we remember the Vikings?</u></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> - How well did the Anglo-Saxons and Vikings get on with each other? - What happened at the Battle of Farnham A.D. 894? - What did the Anglo-Saxons and Vikings leave behind? 	<ul style="list-style-type: none"> - Viking raids and invasion - Alfred the Great, Athelstan - Danegeld - laws and justice Edward the Confessor <p>Sticky:</p> <ul style="list-style-type: none"> - Know where the Vikings originated from and show this on a map - Know that the Vikings and Anglo-Saxons were often in conflict - Know why the Vikings frequently won battles with the Anglo-Saxons 	<ul style="list-style-type: none"> - understand chronology - overview of world history - investigate and interpret the past - communicate historically 		<ul style="list-style-type: none"> - Battle of Farnham - Tilford
Summer	<p><u>The History of Farnham: How has our local area developed over time?</u></p> <p>A local history study: How has Farnham developed since 1066?</p> <ul style="list-style-type: none"> - When were Farnham Castle and Waverley Abbey built? - What happened to Waverley Abbey? - Has Farnham always been a craft town? - How did the development of the railway impact Farnham? 	<ul style="list-style-type: none"> - Medieval Farnham - Tudor/Stuart Farnham - Georgian Farnham - Victorian Farnham 	<ul style="list-style-type: none"> - understand chronology - overview of world history - investigate and interpret the past - communicate historically 	<p>Archaeologist</p> <p>Architect</p> <p>Census</p> <p>Charter</p> <p>Domesday Book</p> <p>Hide</p> <p>Hops</p> <p>Malting</p> <p>Manor</p> <p>Parish</p> <p>Monarch</p> <p>Empire</p> <p>Tax</p> <p>Trade</p> <p>Church</p> <p>Religion</p> <p>Parliament</p> <p>Civilisation</p>	<p>Everything</p> <p>Trip to Farnham</p>
Year 5					
Term	Unit – Enquiry Questions	Knowledge	Skills	Vocabulary – Key Concepts (Golden words)	Local history

Autumn	<p><u>What was life like in Ancient Egypt?</u></p> <p>The achievements of the earliest civilisations –Ancient Egypt</p> <p>- How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>- What secrets of Ancient Egypt are revealed by the pyramids?</p> <p>- What was everyday life like for men, women and children?</p> <p>- What did the Ancient Egyptians believe about life after death and how do we know?</p> <p>- What did Ancient Egypt have in common with other civilisations from that time?</p>	<p><i>an overview of where and when the first civilisations appeared and a depth study</i></p> <ul style="list-style-type: none"> - don't focus too much on chronology here - gift of the Nile - iconic image of the pyramids - centrally important religious beliefs - the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived <p>Sticky:</p> <ul style="list-style-type: none"> - Know about, and name, some of the advanced societies that were in the world about 3000 years ago – NC: an <u>overview of where and when the first civilizations appeared</u> and a depth study of Ancient Egypt - Know about the key features of Ancient Egypt: * gift of the Nile * iconic image of the pyramids * centrally important religious beliefs * daily life in Ancient Egypt 	<ul style="list-style-type: none"> - overview of world history - investigate and interpret the past - communicate historically 	<p>Afterlife Mummification Embalming Sarcophagus God-King Obelisk Scarab Papyrus Hieroglyphs Inundation Irrigation Delta Shaduf Archimedes' Screw</p> <p>Religion Empire Trade Civilisation</p>	N/A
Spring	<p><u>How did the Early Islamic Civilisation compare to Early British Civilisations?</u></p> <p>A non-European society that provides contrasts with British history – Early Islamic civilisation, including a study of Baghdad c. AD 900</p> <p>- What was the Islamic Golden Age?</p> <p>- How did Islam spread so far and so quickly?</p> <p>- What does the set-up of Baghdad teach us about the Early Islamic Civilisation?</p> <p>- How did the Golden Age of Baghdad have an impact on the rest of the world?</p> <p>- Which of the early Islamic achievements has most effect on our lives today?</p>	<p><i>This unit is about learning how much the west has in common with early Islam and how much each civilisation owes to each other.</i></p> <ul style="list-style-type: none"> - Importance of Arab Muslims' contribution to the world of mathematics and science, books, geography, astronomy, medicine etc. - by the middle of 8th century, Islam spread from Arabia to as far as Spain in the west and India in the east = a larger area than that of the Roman Empire, covering almost a third of the world's population - Importance of Baghdad <p>Sticky:</p> <ul style="list-style-type: none"> - Know about the impact that the Islamic civilization had on the world: *mathematics *science 	<ul style="list-style-type: none"> - understand chronology - overview of world history - investigate and interpret the past - communicate historically 	<p>The Caliph The Caliphate Round City Mosque Mongols Trade Dinar 5 pillars of Islam Prophet Qu 'ran</p> <p>Empire Civilisation Religion Trade Tax Monarchy</p>	N/A – RE ties to Islamabad

		<ul style="list-style-type: none"> *books *geography *astronomy *medicine <p>- Know why they were considered an advanced society in relation to that period of time (compared to Anglo-Saxon England)</p>			
--	--	---	--	--	--

Year 6

Term	Unit – Enquiry Questions	Knowledge	Skills	Vocabulary – Key Concepts (Golden words)	Local history
Autumn	<p><u>Who were the Ancient Greeks and what is their legacy?</u></p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world (September 2023)</i></p> <ul style="list-style-type: none"> - How can we know so much about the Ancient Greeks who lived over 2,500 years ago? - What can we infer about everyday life in Ancient Athens from physical evidence that remains? - Why was the city of Athens able to be so strong? - Should we build the Parthenon? - In what ways have the Ancient Greeks influenced our lives today? 	<p><i>Greek life and influence on the Western world</i></p> <ul style="list-style-type: none"> - what ideas, beliefs and attitudes did the Ancient Greeks have - role of women in ancient Greek society - Ways of life – comparing Athens and Sparta - ideas flourished in a society where there were many slaves to do the hard work - Ancient Greek achievements and the legacy they had on today and other periods as well (e.g. Victorians and Tudors) - Our focus on the Battle of Marathon helps pupils to understand that if that battle, later the sea battle, at Salamis had been lost then all the art, culture, democracy and philosophy that followed in the Golden Age of Athens would have been lost to the world. The battle also gives us a great opportunity to explore consequences as well as causes-an area often neglected 	<ul style="list-style-type: none"> - overview of world history - investigate and interpret the past - communicate historically 	<ul style="list-style-type: none"> Empire Marathon Olympics Democracy Architecture Ancient Military Conquered Agora Polytheism Senate Religion Trade Civilisation Parliament Tax 	N/A

		<p>Sticky:</p> <ul style="list-style-type: none"> - Know some of the main characteristics of the Athenians and the Spartans - Know about the influence the gods had on Ancient Greece - Know about least five sports from the Ancient Greek Olympics 			
Spring	<p><u>Britain at War: What life like on the Home Front 1939-45?</u></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Britain at War: The Home Front 1939-45</p> <ul style="list-style-type: none"> - Why did Britain have to go to war in 1939? - Why was it necessary for children to be evacuated? - How did the Second World War affect Tilford? Were people able to carry on normal life during the war? - How do we know what life on the Home Front was like? - What happened on VE day? 	<ul style="list-style-type: none"> - The causes do not need to be explained deeply (that is for KS3). Explain Hitler's grievances and his actions and the attitude of the British government, mainly in the form of appeasement. - understand that children's experience of evacuation varied - roles that adults played on the Home Front - how VE day was celebrated <p>Sticky:</p> <ul style="list-style-type: none"> - know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history - know how to place historical events and people from the past societies and periods in a chronological framework - know how Britain has had a major influence on the world 	<ul style="list-style-type: none"> - understand chronology - overview of world history - investigate and interpret the past - communicate historically 	<p>Gas masks</p> <p>Home Guard</p> <p>Battle of Britain</p> <p>Blitz</p> <p>Evacuation</p> <p>Rationing</p> <p>Fire service</p> <p>Air-raid shelters</p> <p>Censorship</p> <p>Propaganda</p> <p>Monarchy</p> <p>Empire</p> <p>Parliament</p>	Tilford – Sheep hatch school lesson
Summer					
Links to School values	<p>Growth – We teach our children to celebrate history's achievements and to learn from the past.</p> <p>Compassion – We teach our children to feel compassion for individuals and societies throughout history.</p> <p>Honesty – We encourage our children to search for the truth by investigating and evaluating various sources.</p> <p>Courage – We teach our children to develop a growth mindset and to strive to achieve their best in all they do.</p> <p>Hope – We foster a love of learning and discovery in History, encouraging children to use source material as 'clues' to answer some of the mysteries of the past.</p> <p>Love - We teach our children to show love for others through investigating the social, ethnic, cultural and religious diversity of past societies.</p>				