

# Development of History Skills at George Spicer

Year Group	Use historical vocabulary accurately	Demonstrate the ability to make connections between areas studied	Establish clear narratives within periods	Analyse a range of sources	Using sources to construct a response or a belief based on what they have learned	Develop a chronologically secure knowledge of the past.	Asking historical questions	
<b>Upper KS2</b>	<b>Know and use historical vocabulary accurately and apply prior knowledge to new areas of history studied</b>	<b>Be able to independently compare and contrast individuals studied, to areas studied previously. To be able to compare and contrast certain themes such as tolerance, equality, warfare etc.</b>	<b>To be able to articulate a key theme of a particular era and describe how it fluctuated.</b>  <b>Understand that a range of narratives can be playing out concurrently.</b>	<b>Develop deeper understanding of how trustworthy a source is.</b>  <b>Understand the role of bias and propaganda to paint history in a certain way.</b>  <b>To understand that we should always question things.</b>	<b>Being able to use sources to create an opinion on a certain event, person or period in history using evidence to support it.</b>  <b>Children should be less one dimensional in their view of an event or individual.</b>	<b>Be able to sequence eras and understand that some eras ran concurrently.</b>  <b>To be able to pick out key centuries, decades and dates</b>	<p><b>Characteristics:</b> What were people's lives like during this historical period? What was/were society/culture/economy/military/religion/politics like during this historical period? What else do I want/need to know about this historical period?</p> <p><b>Historical Links:</b> How has this historical period influenced other historical periods? How have other historical periods influenced this historical period? How does this period/event compare to other historical periods/events (that have already been studied)?</p> <p><b>Evidence:</b> What is the evidence for this historical event? Where have we found this information from? Can we trust all sources?</p>	
<b>Topics and Vocabulary</b>								
<b>Year 6</b>	<b>Congo</b> The history of Congo from Portuguese colony to Leopold's rubber empire. How Leopold was finally removed and how the history of Congo has been shaped by these awful events.	<b>Race to Pole</b> Comparing the expeditions of Scott and Shackleton in their quests to set Antarctic milestones. Comparing each as leaders and explorers and looking at the backgrounds that made them the men they were.	<b>The World at War</b> Starting with the Treaty of Versailles, children to know the catalyst for WWII and the rise of the Third Reich. Exploring the events and key milestones on the Eastern and Western fronts during the conflict. Children will also look at the Holocaust and what led to it happening.					
	<b>Key Historical Vocabulary</b> Colony, propaganda, exploitation, international, bias. Enslavement, torture, trade, politics, subversion.	<b>Key Historical Vocabulary</b> Exploration, nationalism, glory, leadership, personality, medicine.	<b>Key Historical Vocabulary</b> International, subjugation, prejudice, propaganda, leadership, democracy, politics, invasion, subversion.					
	<b>Topic Specific Vocabulary</b> Scramble for Africa, Berlin Conference, petition.	<b>Topic Specific Vocabulary</b> Merchant navy, navy, manhauling, depot, pack ice, overwinter, sponsorship.	<b>Topic Specific Vocabulary</b> Nazism, U-Boat, Blitzkrieg, Treaty of Versailles, guerrilla warfare, reparations, Allies, Axis, radar.					
<b>Year 5</b>	<b>Realm of the Khan</b> Following the life of Genghis Khan from exiled child to ruler of the Mongol Empire. Focusing on his battle stratagem, empire building skills and belief in meritocracy.	<b>Tudors and Stuarts</b> Following the Battle of Bosworth, children learn about the Tudor dynasty and the religious turmoil of the era. Following the succession of the Stuarts, exploring the increased power of parliament in the British system.	<b>Ancient Egypt</b> Exploring Ancient Egypt through three female pharaohs: Hatshepsut, Nefertiti and Cleopatra. Learning the about the role of the Nile for trade and agriculture. Children to understand how we have learned about Ancient Egypt through the Rosetta Stone and other archaeological finds.					
	<b>Key Historical Vocabulary</b> Empire, meritocracy, invasion, trade, nomadic, migration, succession, tribe, tolerance, exile, leadership.	<b>Key Historical Vocabulary</b> Succession, civil war, monarchy, dynasty, heir, heresy, republic, democracy, subversion.	<b>Key Historical Vocabulary</b> Monarchy, trade, agriculture, succession, empire, architecture.					
	<b>Topic Specific Vocabulary</b> Yurt, Mongol, cavalry	<b>Topic Specific Vocabulary</b> Divorce, Church of England, dissolution, unification, execution, treason, carte blanche.	<b>Topic Specific Vocabulary</b> Shaduf, pharaoh, mummification, Rosetta Stone.					

Lower KS2	Know and use historical vocabulary accurately and apply prior knowledge to new areas of history studied	Demonstrate the ability to make connections between areas studied	Realise that certain themes dictated what life was like in certain times	Understand the difference between a primary and secondary source.	Using sources to construct an opinion of a person, event or period in history.	Introduce the wording: BCE (Before Common Era) and CE (Common Era) – understanding why this terminology is more globally appropriate.  To start looking at studies in context of years and centuries.	<p><b>Significance:</b> What is significant about this historical event or period? What were the main achievements of this historical period? What were the mistakes of mankind in this historical period?</p> <p><b>Timeline:</b> When did this event occur? How long did this period last? What came before and after this historical period?</p> <p><b>Elsewhere:</b> What was going on elsewhere in the world during this historical period?</p> <p><b>Response:</b> What do I think about this historical event? What do others (past and present) think about this historical event?</p>
Year 4	<p><b>Medieval Monarchs</b> Children will trace the monarchs of England between the Battle of Hastings to the Battle of Bosworth. Particular attention will be given to Henry II and Thomas Becket, Richard the Lionheart and John, Henry V and Agincourt, Edward IV, Henry VI and the War of the Roses.</p>	<p><b>Ancient Greece</b> Starting with identifying the city states and their different. The children will study how the different regions united to ward off the threat of the Persians, before finally uniting as an empire under Alexander the Great.</p>	<p><b>Topics and Vocabulary</b> <b>Elizabeth Catlett</b> Using the artwork of Elizabeth Catlett to explore the story of Harriet Tubman and her life in America. Moving on to concentrate on the Black British Experience from the arrival on Windrush to the Bristol Bus Boycott.</p>				
	<p><b>Key Historical Vocabulary</b> Monarchy, heir, succession, alliance, social class, subversion.</p>	<p><b>Key Historical Vocabulary</b> Democracy, trade, alliance, monarchy, empire.</p>	<p><b>Key Historical Vocabulary</b> Enslavement, migration, persecution, civil war, equality, subversion.</p>				
	<p><b>Topic Specific Vocabulary</b> House of York, House of Lancaster, protectorate, long bow, cavalry.</p>	<p><b>Topic Specific Vocabulary</b> Mount Olympus, myths, city states, deities.</p>	<p><b>Topic Specific Vocabulary</b> Underground railway, boycott, Windrush</p>				
Year 3	<p><b>First Nations</b> Starting before the arrival of European settlers, children to discover the Native American way of life. They will then learn about how European settlers undermined the tribes and their cultures, forcing them to assimilate or live on reservations.</p>	<p><b>The Last Kingdom</b> Starting with Alfred the Great, children learn about how Alfred and his successors expanded Wessex and repelled the Viking incursions. They will learn about the conflict between Christian and Pagan beliefs and how battles occurred using shield walls.</p>	<p><b>Ancient Rome</b> Starting with the origins of Rome, the children will learn how it developed from a Republic to an Empire, including its relationship with Britain. They will discover the role of key individuals such as Caesar and will learn about the role of 'the games' in the empire as a way of controlling the population.</p>				
	<p><b>Key Historical Vocabulary</b> Colonisation, migration, persecution, exploration, indigenous, nomadic, tribe, subsistence, persecution</p>	<p><b>Key Historical Vocabulary</b> Invasion, monarchy, succession, alliance, trade, heir.</p>	<p><b>Key Historical Vocabulary</b> Empire, colony, migration, republic, democracy, dictator, enslavement, rebellion, invasion, architecture.</p>				
	<p><b>Topic Specific Vocabulary</b> Assimilation, reservation, buffalo.</p>	<p><b>Topic Specific Vocabulary</b> Burgh, Wessex, Mercia, Danelaw, shield wall, unification. Anglo-Saxons, Vikings, peace weaver, witan.</p>	<p><b>Topic Specific Vocabulary</b> Gladiator, linester. Senate. Amphitheatre, chariot, Icen.</p>				
<p>At KS1 and Early Years children will learn these historical skills by studying: significant historical events (SHE), key individuals (KI), changes within living memory (WLM) and events beyond living memory (BLM).</p>							

<b>KS1/</b>	<b>Know and use historical vocabulary accurately and apply prior knowledge to new areas of history studied</b>	<b>Identify similarities and differences between periods or people.</b>	<b>Understand that life for different people in the same period could be very different.</b>	<b>Understand that we learn about the past by looking at things from that time.</b>  <b>Knowing that sources can come in a range of forms and they can help us in different ways.</b>  <b>Understand that we can learn about the past from people who are still alive and have experienced it.</b>	<b>Based on a source would they have liked to live in that time or not?</b>  <b>Based on a source was this a good or bad person?</b>	<b>Things can change in living memory.</b>  <b>Understand key time-periods including those pre-dating human existence right up to living memory.</b>  <b>Understand how people/ events fit in chronologically.</b>  <b>Start to introduce basic timelines.</b>
<b>Topics and Vocabulary</b>						
<b>Year 2</b>	<b>Travelling the Globe</b> Children to learn the reasons for exploration (Gold, God, Glory) and learn about a range of different explorers from across the globe: Matthew Henson, Sacagawea and Yossi Ghinsberg.	<b>Down Under</b> Learning about aboriginal culture and religion (dreamtime) children to understand how the arrival of Captain Cook changed Australia forever.  <b>Key Three: Neolithic, hunter/ gatherer, prehistoric</b>	<b>Remembrance Day</b> Children to learn about conscription and the difference in treatment between the upper and lower classes. They will discover the horrors of trench warfare and the conditions the soldiers had to experience at the Somme.	<b>London</b> Learning about our city and the trials it has been through over the years. Focusing on 1666 and the Plague/ Great Fire and then looking at the Blitz and how the inhabitants suffered.		
	<b>Key Historical Vocabulary</b> Exploration, glory, gold, indigenous, discrimination, tribe, medicine, migration.	<b>Key Historical Vocabulary</b> Colony, Empire, indigenous, persecution, trade.	<b>Key Historical Vocabulary</b> Social class, medicine.	<b>Key Historical Vocabulary</b> Medicine, hygiene, architecture, migration, local, doctor.		
	<b>Topic Specific Vocabulary</b> Inuit, interpreter, navigation.	<b>Topic Specific Vocabulary</b> Aboriginal, Dreamtime.	<b>Topic Specific Vocabulary</b> Conscription, officer, soldier, trench, parapet, duck board.	<b>Topic Specific Vocabulary</b> Plague, Blitz Spirit, Underground.		
<b>Year 1</b>	<b>Walter Tull</b> Learning who Walter Tull was, the children discover how life for Walter was very different because of who he was.	<b>Stone Age to Iron Age</b> Children understand how people used to live in those days and what it meant to be a hunter gatherer and the tools they used. Children also discover the animals early humans had to contend with.	<b>All Aboard</b> The history of trains is explored and how they have developed over the years. Children will learn how different trains help differently people (passenger/ trade).	<b>Caring in the Crimea</b> Children to learn why Mary Seacole and Florence Nightingale were in Crimea and how the battles were fought, looking at the Charge of the Light Brigade They understand what it was like to be a nurse in a warzone and how both women were viewed differently by society.		
	<b>Key Historical Vocabulary</b> Local, discrimination, persecution, soldier, recent past.	<b>Key Historical Vocabulary</b> Prehistoric, tools, nomadic, subsistence.	<b>Key Historical Vocabulary</b> Invention, past, progress,	<b>Key Historical Vocabulary</b> Medicine, discrimination, cavalry, artillery.		
	<b>Topic Specific Vocabulary</b>	<b>Topic Specific Vocabulary</b> Hunter/ gatherer < Neolithic.	<b>Topic Specific Vocabulary</b> Steam, electric.	<b>Topic Specific Vocabulary</b> Nursing,		
			<b>EYFS</b>			
<b>R</b>	<b>Begin to understand what is meant by the past and begin simply sequence events.</b>	<b>To talk about people around them and their roles in society.</b>	<b>Learning about key individuals and events e.g. Remembrance Day.</b>  <b>Knowing that some things we use now e.g. computers and phones, did not always exist.</b>	<b>Using photos to comment on things that have happened in the recent past e.g. family events/ their old nurseries</b>  <b>Using traditional tales as a basis for demonstrating how times have changed.</b>	<b>How things change from the past to the present, mainly in relation to themselves.</b>	<b>When did this happen? How does this look different? How has something changed? How has life changed for our family members?</b>

## Progression of Historical Themes

At George Spicer, there are certain historical themes that run through the topics at George Spicer. It is essential that all teachers are aware of these themes and what they children have/ will study, in order for them to facilitate making links. This document shows how each theme occurs within specific year groups.

<b>Empire and Colony</b>	
6	Congo – history of Congo under Portuguese then Belgian rule. The World at War – role of the British empire in WW2 and the expansion and collapse of the Third Reich
5	Realm of the Khan – development and expansion of the Mongol Empire. Ancient Egypt – the reach of the Egyptians and how the empire ended.
4	Ancient Greece - How Alexander the great unifies Greece from city states to an empire. Medieval Monarchs – France as a disputed territory.
3	First nations – persecution of indigenous people after expansion of the British Empire Ancient Rome - Development of the Roman Empire and its role in Britain The Last Kingdom – England as an expansion of the Norman kingdom following The Battle of Hastings.
2	Australia – Captain Cook and the colonisation of Australia Travelling the globe – exploration as a means of expanding the empire
1	
R	

## Technology and advancement

6	Congo – The role of rubber in Leopold’s obsession with the colony. Race to the Pole – the different methods of transportation and their relative successes. The World at War – the role of planes, tanks, submarines and firearms in WW2.
5	Ancient Egypt – how the shaduf was used on the Nile
4	Elizabeth Catlett – progression of civil rights in both America and Britain
3	The Last Kingdom – development of the burghs system Ancient Rome - Roman architecture and ingenuity
2	London – navigating the Plague, Great Fire of London and The Blitz Travelling the Globe – Henson’s epic journey to the North Pole Remembrance Day – use of guns and armament during trench warfare.
1	All aboard - development of trains over time. Caring in the Crimea – advancements in medicine Stone age to Iron age – use of tools, shelters and hunting techniques.
R	

## Culture and Religion

6	<p>Congo – suppression of the Congolese culture and the “Western” view of civilisation.</p> <p>Race to the Pole – the notion exploration for national pride.</p> <p>The World at War – the rise of the Nazi party after the Treaty of Versailles and the subjugation of the Jewish population.</p>
5	<p>Realm of the Khan – Genghis Khan’s religious tolerance and belief in meritocracy.</p> <p>Tudors and Stuarts – religious turmoil in England caused by Henry VIII and its subsequent impact on European relations and the succession to the throne.</p> <p>Ancient Egypt – the impact of hieroglyphs and papyrus in society</p>
4	<p>Ancient Greece - Roles of Gods, Goddesses and Myths</p> <p>Elizabeth Catlett – enslavement in America and the Harriet Tubman story/ the Black British experience</p> <p>First Nations – their way of life and how they lived off the land.</p> <p>Medieval Monarch – primogeniture and the succession to the throne.</p>
3	<p>Ancient Rome – use of the games and gladiators in Rome to manipulate the populations</p> <p>The Last Kingdom – role of women in Anglo Saxon Britain and their Viking counterparts.</p>
2	<p>Travelling the globe – denial of Henson’s achievements</p> <p>Remembrance day – social classes in the British army</p> <p>Australia – dream time</p>
1	<p>Walter Tull – facing persecution as a black man in Britain.</p> <p>Stone age to Iron age – evolution of nomadic societies of hunter gatherers</p> <p>Caring in the Crimea – differences in perceptions of Mary Seacole and Florence Nightingale</p>
R	

## Warfare and Conflict

6	Congo – the ruthless way the force publique maintained “order” The World at War – how the war developed on land and sea on the Eastern and Western fronts. (The Blitz, Operation Barbarossa, Stalingrad and D-Day)
5	Realm of the Khan – Mongol fighting style on horseback with bows (Battle of Chakirmaut) Tudors and Stuarts – Tensions with Europe (Spanish Armada) and The English Civil War.
4	Medieval Monarchs – pitched battles and the use of the longbow (Battle of Agincourt and Battle of Towton) Ancient Greece – battles between city states and external threats (The Peloponnesian War)
3	The Last Kingdom – use of the shield wall (The Battle of Ashdown and The Battle of Hastings) Ancient Rome – discipline of the Roman army vs British lack of tactics. (Battle of Watling Street)
2	London – The Blitz Remembrance Day – trench warfare (The Somme)
1	Caring in the Crimea – canons vs cavalry (The Charge of the Light Brigade)
R	

## Leaders and Democracy

6	<p>Congo – Leopald’s role as a satellite ruler and the way democracy helped bring his reign to an end.</p> <p>Race to the Pole – the contrasting leadership between Scott, Shackleton and Amundson.</p> <p>The World at War – The roles of Hitler, Stalin and Churchill in WW2.</p>
5	<p>Realm of the Khan – Genghis’s rule as leader and creation of dynasty, meritocracy of those in power.</p> <p>Tudors and Stuarts – conflict of the divine right of kings and role of parliament.</p> <p>Ancient Egypt – how Nefertiti, Hatshepsut and Cleopatra ruled</p>
4	<p>Medieval Monarch – role of the monarch, their autonomy and those that advise them.</p> <p>Ancient Greece – different ruling styles within the city states (kings, democracy and oligarchy)</p>
3	<p>The Last Kingdom – role of the witan in guiding Anglo Saxon Kings</p> <p>Ancient Rome – evolution from Republic to Empire and the role of the senate. Comparison</p>
2	
1	
R	



## Migration and Travel

6	<p>Congo – the ability of people to travel to Congo to report on the atrocities that were occurring and the role of the shipping trade.</p> <p>Race to the Pole – how boats overwintered in Antarctica.</p> <p>The World at War – The displacement of people after WW1 and WW2.</p>
5	<p>Realm of the Khan – nomadic lifestyle Genghis and his followers and use of the silk road for trade.</p> <p>Ancient Egypt – use of enslaved people to build famous monuments.</p>
4	<p>Ancient Greece - trade between the city states and import/export further afield.</p> <p>Elizabeth Catlett – migration to Britain from the Caribbean.</p>
3	<p>First Nations – European migration into North America</p> <p>Ancient Rome – Romans living in Britain.</p>
2	<p>Travelling the globe – God, gold or glory.</p> <p>Travelling the globe – conflict with indigenous people.</p> <p>Down under – Captain Cook’s colonisation of Australia.</p> <p>London - Population change over time.</p>
1	
R	