

# Hazelwood Schools



**History**

**Curriculum Overview**

## Hazelwood Schools – History Curriculum Overview

**Key Concepts:** Change and continuity; Evidential Thinking; Causation; Impact on our world today; Similarity and difference

### History at Hazelwood

#### Intent

At Hazelwood, we believe in inspiring children to be curious about the past through a knowledge rich curriculum. It is our belief that a secure understanding of the past allows children to ask questions and interrogate materials in order to become responsible citizens of the future.

Our aims in History are to:

- Provide real, relevant, immersive and purposeful opportunities for children to develop a secure understanding of the past
- Enable children to successfully develop their understanding of substantive and disciplinary historical content
- Develop a secure understanding of chronology, understanding that time periods are not isolated and overlap and influence one another
- Develop use of historical vocabulary, both orally and through writing
- Investigate and interpret the past through making connections, drawing contrasts, analysing trends and framing historically-valid questions that interrogate the source materials
- Use the concepts of **continuity and change, causation, similarity & difference, evidential thinking and 'impact on our world today'** in order to create their own structured accounts
- Practise methods of historical enquiry, understanding how evidence is used rigorously to make historical claims, and to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Inspire and engage children with the subject through enrichment opportunities, projects and external visits



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### Implementation

At Hazelwood, although we make meaningful links to other curriculum areas, History is taught discretely every week in KS2 and where appropriate in KS1. Key Historical concepts are built upon and learning is revisited to ensure children's knowledge is built upon each week and year on year. We use the Opening Worlds Curriculum to guide our planning due to its focus on developing both substantive and disciplinary knowledge in equal measure. The curriculum is **ambitious in its scope** (meeting and exceeding the demands of the National Curriculum), **meticulous in rigour** (responsive to up-date scholarship in History), **highly coherent** (intricate links have been built within and across subjects so that nothing sits in isolation) and **carefully sequenced** (so that pupils' ability to build a comparison and reach a critical judgement).

### Hazelwood's Approach to Teaching and Learning

At Hazelwood you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- **Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- **Adaptive teaching** - responding to the needs of all children
- **Retrieval practice** – allowing children to know more, remember more and do more
- **Positive relationships and quality interactions** that nurture our responsible citizens
- **Spaced and sequential learning** over time to help children learn more quickly and remember learning better

### In a typical History lesson, you will see:

- Narrative and story-telling being used as the main vehicle of communicating the learning objectives of the lesson to the children. Children find it easier to retain information when it is couched in a narrative as well as being more engaging for the children to interact with than rote learning facts.
- Retrieval practice that is designed to promote rapid recall of information from earlier in the lesson or from previous lessons and units
- Explicit vocabulary instruction to ensure all children understand key concepts in history combined with pacy rehearsal that allows children to hear the words first before trying to say them. Repeated practice of these words is important to improve the children's reading fluency and comprehension
- Children accessing carefully constructed high quality texts to support the learning. Children will be introduced to new key vocabulary before reading so that they can access all of the text when it comes to reading aloud to the class
- Dual coded slides that use strong visuals to support children who have a barrier to accessing large amounts of written text. Text on slides is kept to a minimum and is used to support the images shown or to elicit deeper thinking through questioning
- Children being asked questions multiple times (sometimes in different ways) to allow children to rehearse their answers, hear other children answer those questions and use those responses to improve their own understanding before a written task

Real, relevant, immersive and purposeful learning experiences are important when learning about the past. To further enhance our History curriculum, we provide opportunities for children to visit Museums and Historical sites as well as engage with workshops and visiting speakers. These experiences enable our children to develop a real interest in the past as well as make connections to the real world.

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### Impact

#### How do we assess?

We assess our children using a range of methods

- Routine, embedded, informal formative assessment is built into every lesson.
- Questioning is a large part of our assessment. We use a range of questions to constantly check children's knowledge is secure and that children are learning to think historically with their new knowledge
- Low stakes quizzes and retrieval practice to support children in remembering more and ensure learning is retained. This ongoing information tells teachers how well children have remembered and understood. This enables them to adapt and/or re-teach immediately, ensuring no pupil ever gets left behind.
- Teachers highlight the lesson question or objective to quickly show those who have remembered and understood.
- Use of synoptic tasks to assess disciplinary knowledge. This is a piece of extended writing. Children will display an understanding of historical vocabulary and will use references to chronology and historical sources to explain themselves. These extended tasks allow children both to further develop and to demonstrate their new knowledge, both substantive and disciplinary, from the unit.
- End of unit assessments - children take an end of unit quiz. If their marks are constant at this level, they are making excellent progress. This is clear evidence that children are mastering the curriculum.
- At the end of the year children will be assessed on the “big themes” of the year that will be crucial foundations for accessing the following years curriculum. This assessment follows the children up to their next teacher so that teachers can address any weaknesses, gaps or misconceptions in children’s understanding of history.

#### How do we know that children are at age-related expectation?

- Children are using the taught key vocabulary and substantive knowledge to answer big questions at the end of the unit.
- Children use sources and references to historical events to back up their answers to questions
- Children are able to talk confidently about what they have learnt.
- Children are able to place events in a chronological context.

Children are working at a greater depth if they use hinterland knowledge to provide further depth to their answers.

#### How do our children feel about history?

- “I love it when we get to imagine how people in olden times lived.”
- “It’s interesting to find out about how things were different in the past.”
- “There are so many interesting stories and they all fit together.”
- “We love learning about history because it the story of the human race.”
- “History is about things in the past that built the future.”

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Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
		<p style="text-align: center;"><b>Autumn 2 My History</b> Linked to SCARF</p> <p><i>People who are special to me</i> <i>Self and who live with</i> <i>Family and pets</i> <i>Remember times that are special to me (Celebrations)</i></p> <ul style="list-style-type: none"> <li>say who I am and who I live with</li> <li>talk about any pets I may have</li> <li>talk about my extended family</li> <li>becoming familiar with patterns in the daily routines</li> <li>Comment on recent pictures of celebrations in my life</li> <li>Talk about what we are doing now and what might happen later or tomorrow for example I can talk about the visual timetable to say what is coming ne</li> </ul>	<p style="text-align: center;"><b>Chronology</b> <i>My day Stories</i></p> <ul style="list-style-type: none"> <li>Talk about what we are doing now and what might happen later or tomorrow</li> <li>Talk about the visual timetable to say what is coming next.</li> <li>Talk about stories – What comes First, next, last?</li> </ul>	<p style="text-align: center;"><b>King Charles</b></p> <ul style="list-style-type: none"> <li>Know King Charles is the King of England</li> <li>Talk about King Charles' Family (Royal Family)</li> </ul>	<p style="text-align: center;"><b>My History</b></p> <p><i>My holiday memories/ journeys</i></p> <ul style="list-style-type: none"> <li>My own and my family's history (grandparents, parents, etc.)Talk about some of my own and my family's history (grandparents, parents, etc.) <i>Nursery children 'History' can mean yesterday or last week)</i></li> </ul> <p>beginning to make sense of my own life story and my family's history for example when looking at photographs of myself and my family</p>	<p style="text-align: center;"><b>Growing and Changing in Nature</b></p> <p>Linked to Scarf and Science <i>When I was a baby</i> <i>Decay</i> <i>Life cycles</i> <i>Grow a plant</i> <i>Observe Caterpillars</i></p> <ul style="list-style-type: none"> <li>Talk about what we are doing now and what might happen later or tomorrow for example I can talk about the visual timetable to say what is coming next</li> <li>beginning to notice how things change for example when a banana turns black or flowers are growing</li> <li>know that I am growing up and changing (baby pictures)</li> <li>understand simple 'why?' questions such as – 'why do you think the caterpillar got fat?</li> </ul>
<b>Big Question</b>		What is my History?	<b>What comes First, next, last?</b>	<b>Who is King Charles?</b>	What is the same and what is different? Then and now	<b>How do things change?</b>
<b>Vocabulary</b>		old, new, past, remember, yesterday, today; family; life; special	First, next Last, order, sequence	King, Queen, Royal, Prince, Princess, Palace, family, crown	When they were young, Last week, Last Month, Last year, memories, special times, before	changes, grow, growth, life cycle, baby, toddler, child

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Reception	Autumn	Spring 1	Spring 2	Summer
	<p style="text-align: center;"><b>Autumn 1: Traditional Tales</b> <b>Linked to Text: A Dress with Pockets</b></p> <p><i>Differences between life in traditional tales and today (clothes, no technology, jobs)</i></p> <ul style="list-style-type: none"> <li>talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</li> <li>compare and contrast a story we have read set in the past to today – eg noting fashion and clothes</li> </ul>	<p style="text-align: center;"><b>Transport</b></p> <p><i>Talk about past using pictures</i></p> <p><i>Similarities &amp; differences between old and new</i></p> <p><i>Transport (such as steam trains and driverless trains)</i></p> <p><i>Men and women driving transport</i></p> <ul style="list-style-type: none"> <li>talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</li> <li>talk about what I have heard and seen in stories and picture books and how this is different/ the same</li> </ul>	<p style="text-align: center;"><b>Space Travel</b></p> <p><b>Significant event - Moon Landing</b></p> <p><b>Significant People – Neil Armstrong, 1<sup>st</sup> human to walk on the surface of the moon</b></p> <p><b>Valentina Tereshkova - first woman in space</b></p> <p><b>Tim Peake – 1<sup>st</sup> official British astronaut to walk in Space.</b></p> <ul style="list-style-type: none"> <li>use words like ‘first’ ‘next’ and ‘then’ when I am telling a story or telling someone about something I have done.</li> <li>talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts</li> <li>talk about what I have heard and seen in stories and picture books and how this is different/ the same</li> </ul>	<p style="text-align: center;"><b>Summer 2 Growing and changing</b></p> <p><b>Linked to Scarf</b></p> <ul style="list-style-type: none"> <li>Seasons</li> <li>Life stages - plants, animals, humans</li> <li>Life Stages: Human life stage - who will I be?</li> <li>Where do babies come from?</li> <li>Getting bigger</li> <li>Me and my body - girls and boys</li> </ul> <p>beginning to make sense of my own life story and my family’s history for example when looking at photographs of myself and my family</p>
<b>Big Question</b>	What is similar and what is different about life in the past?	How has Transport changed?	Why was the moon landing significant? Why are Neil Armstrong, Valentina Tereshkova and Tim Peake important people in History?	How have I changed since Nursery?
<b>Vocabulary</b>	A long time ago, olden days, different, traditional, fairy tale; stories	Before I was born, then now, old, new, steam engine, petrol, electric, travel, transport	important, famous, significant, event, first, next, then, photographs, Shuttle, launch, space travel, space suit, astronaut	Growth, grown up, history, past present time today yesterday tomorrow future here now then last week / month last year x years ago a long time ago timeline order memory remember anniversary, first, last, birthday

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>History of Hazelwood</b> <i>Changes within Living memory</i>		<b>The Great Fire of London</b> <i>Events beyond Living Memory -</i>		<b>Queen Elizabeth I compared with Queen Elizabeth II</b> <i>Lives of significant individuals who have contributed to national and international achievements</i>	
<b>Big Question</b>	What has changed at our school and what's stayed the same? How can we find out about the past?		Why did the fire last so long? What impact did the fire have on London? What is an eyewitness?		What is similar and what is different about the two queens? How has life changed from Queen Elizabeth I's reign to Elizabeth II?	
<b>Vocabulary</b>	<u>Lesson 1 - How can we find out about the past?</u> Sources; pictures; registers; infants; juniors photographs <u>Lesson 2 - Gill Conner talk</u> <u>Lesson 3 – Hazelwood now and then</u> School uniform, building, school dinners, toys and games, teachers <u>Lesson 4 – Life when Hazelwood was built</u> 1906, Motorcars, horse and carriage, gas lamps, school age, jobs, fireplaces, food <u>Lesson 5 - Timelines</u> Timeline, chronological order, recent past, distant past, living memory		<u>Lesson 1 – What was London like in 1666?</u> Charles II; houses; health; dirty; crowded <u>Lesson 2 - Why did the Great Fire of London happen?</u> Thomas Farrinor; Pudding Lane; bakery; timber; pitch; drought <u>Lesson 3 - City Ablaze!</u> firefighters; water squirts; leather bucket; axes <u>Lesson 5 - How do we know about the Fire?</u> eyewitness; sources; John Evelyn <u>Lesson 5 – How did London change after the Great Fire of London?</u> St Paul's Cathedral; Sir Christopher Wren; <b>STUART DAY</b>		<u>Lesson 1 – Monarchy</u> trappings; crown; orb; sceptre; throne; power <u>Lesson 2 – The Platinum Queen</u> jubilee; Buckingham Palace; Duke of Edinburgh; 70 years; reign <u>Lesson 3 – What is a coronation?</u> Coronation; Westminster Abbey; Charles III; carriage <u>Lesson 4 – The Virgin Queen</u> Golden Age; Elizabeth I; Portraits; Tudor <u>Lesson 5 – Life in Elizabethan England <b>Spanish Armada</b></u> INSTEAD Shakespeare; Globe; diet; castles; clothing; jobs <u>Lesson 6 – What was the same about Elizabeth I and Elizabeth II and what was different?</u> Marriage; children; royal house; dynasty (?); queen; long reign	

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p style="text-align: center;"><b>Significant Victorians</b> <i>Lives of Significant individuals who have contributed to national and international achievements:</i> <i>Mary Seacole; Florence Nightingale; Edith Cavell</i></p>	<p style="text-align: center;"><b>Victorian Inventions</b> <i>Changes within Living memory— Victorian inventions</i></p>	<p style="text-align: center;"><b>Significant People</b> Amelia Earhart, Christopher Columbus and Matthew Henson <i>Lives of significant individuals who have contributed to national and international achievements</i></p>		<p style="text-align: center;"><b>The Stone Age and Neolithic Age</b>  <i>changes in Britain from the Stone Age to the Iron Age</i></p>	<p style="text-align: center;"><b>The Bronze Age &amp; Iron Age</b>  <i>changes in Britain from the Stone Age to the Iron Age</i></p>
<b>Big Questions</b>	How were Mary Seacole, Florence Nightingale and Edith Cavell different?	How have Victorian inventions changed our lives?	How has exploration changed throughout history?		How do we know about the Stone Age?	Which development of the prehistoric period was the most significant?
<b>Vocabulary</b>	<p><u>Lesson 1 – Role of women in the Victorian era</u> Right to vote, own property, marriage, Queen Victoria, middle class, working class, Mrs Beaton, housewife, domestic servant, factory worker, matchgirls, feminism</p> <p><u>Lesson 2 -Lady of the Lamp</u> Florence Nightingale; nursing; Crimean War; healthcare; disease; injury; wounded; hospital; St Thomas’ Hospital;</p> <p><u>Lesson 3 - Mary Seacole and the British Hotel</u> Mary Seacole; British-Jamaican; British Hotel; herbal medicine</p> <p><u>Lesson 4 – Edith Cavell and World war 1</u> World War 1; conflict; aid; Belgium; treason</p> <p><u>Lesson 5 – Big Question Compare and contrast</u></p>	<p><u>Lesson 1 - Excellent Electricity</u> lightbulb; mains; battery; radio; electric; electricity; plug; switch; telephone</p> <p><u>Lesson 2 - Say Cheese: The Camera</u> filament; bellows camera; develop; film; silent films; movies; talkies; digital camera; camera phone</p> <p><u>Lesson 3 - Choo Choo Train – Steam power in the Victorian Age</u> steam train; railways; train station; coal; factories; steam boat</p> <p><u>Lesson 4 – Bang! The Combustion Engine</u> Cars; engine; fuel; petrol; Karl Benz; flight; Wright brothers</p> <p><u>Lesson 5 – Which invention had the greatest impact on our world today?</u></p>	<p><u>Lesson 1 - What is an explorer?</u> Explorer; travel; world; research; data; discovery</p> <p><u>Lesson 2 - Age of the explorer</u> Expedition; route; location; continents; oceans</p> <p><u>Lesson 3- Columbus’ voyages</u> Americas; Sailor; Italy; Spain; Portugal; Ferdinand</p> <p><u>Lesson 4 - Columbus’ discoveries</u> India; Asia; Caribbean; West Indies; Latin America; Indigenous</p> <p><u>Lesson 5 - Who was Matthew Henson?</u> Arctic; North Pole; Polar; African-American; Frostbite; Inuit</p> <p><u>Lesson 6 - Who was Amelia Earhart?</u> Pilot; Aviator; Aviatrix; Atlantic Ocean; Transatlantic; 1937</p> <p><u>Lesson 7 - What is exploration like today?</u> Astronaut; Neil Armstrong; Apollo 11; NASA; Antarctica; Research Station</p> <p><u>Lesson 8 – Chronology of exploration</u></p> <p><u>Lesson 9/10: Plan and write BQ</u></p>	<p><u>Lesson 1 – The Hunters of Doggerland</u> land-bridge; ancestors</p> <p><u>Lesson 2 – Hunter-gatherers</u> nomadic tools; hunter-gatherers; Stone Age; mammoths</p> <p><u>Lesson 3 – What do we mean by pre-historic?</u> pre-history</p> <p><u>Lesson 4 – Skara Brae</u> Skara Brae</p> <p><u>Lesson 5 - Stonehenge</u> Stonehenge; Midsummer’s Day; Midwinter’s Day</p> <p><u>Lesson 6 – How was Stonehenge built</u></p>	<p><u>Lesson 1 - Farming</u> grass; scythe; farmers; tending; plough; wild; domesticated</p> <p><u>Lesson 2 – The Wheel</u> Cart; wagon; wheel; transportation, pottery, clay, potter’s wheel</p> <p><u>Lesson 3 – Weapons and tools</u> Spears; swords; shields; armour; arrows; bow axe</p> <p><u>Lesson 4 – Houses</u> Roundhouse, settlement, hamlet, wattle and daub, hill forts</p> <p><u>Lesson 5 – Must Farm</u> site, archaeologist, dig, remains,</p> <p><u>Lesson 6 – Big Questions</u></p>	



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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Ancient Egypt</b>  <i>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 Egypt</i></p>	<p><b>Cradles of Civilisation</b>  <i>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</i></p>	<p><b>The Indus Valley</b>  <i>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: The Indus Valley</i></p>	<p><b>Persia and Greece</b>  <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>	<p><b>Ancient Greece</b>  <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>	<p><b>Alexander the Great</b>  <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>
<b>Big Question</b>	<p><b>How much did Ancient Egypt change over time?</b></p>	<p><b>How similar and different were Ancient Egypt and Ancient Sumer?</b></p>	<p><b>How do we know about the Indus Valley Civilisation?</b></p>	<p><b>What did Greek city-states have in common?</b></p>	<p><b>What can we learn from the sources of Ancient Greece?</b></p>	<p><b>How did Alexander the Great conquer so much?</b></p>
<b>Vocabulary</b>	<p><u>Chapter 1</u>                      Valley of the Kings; archaeologists; tomb; ancient Egypt; remains; hieroglyphic; ebony; Tutankhamum;  <u>Chapter 2</u>                      historians; civilisation; BC/Before Christ; BCE/ Before the Common Era; Nile; Mediterranean Sea; kingdom; Upper Egypt; Lower Egypt; united; crown; double crown; pharaoh; taxes; enemies; priests; scribes; sacred; carvings; fertile; mine  <u>Chapter 3</u>                      Old Kingdom; New Kingdom; pyramids; Giza; Cheops; ankh; overpower; Weapons  <u>Chapter 4</u>                      Amun Ra; hawk; Osiris; Isis; dependent; flooded; universe; order; Ma'at; Anubis; afterlife; underworld;  <u>Chapter 5</u>                      limb; decaying; preserve; embalming; mummification  <u>Chapter 6</u></p>	<p><u>Chapter 1</u>                      Tablets; Sumer; Tigris; Euphrates; Mesopotamia; Fertile Crescent; trade; Weaving; herding; ziggurat; cuneiform  <u>Chapter 2</u>                      Gilgamesh; epic; Assyria;  <u>Chapter 3</u>                      Indus valley; Shang; nomadic; cradle; bronze; Altar; sacrifices; decipher;  <u>Chapter 4</u>                      Sculptures; mythical; decorative</p>	<p><u>Chapter 1</u>                      Necklace; bangles; Mohenjo-Daro; merchants; Market; Indus Valley civilisation; reconstruction; Reconstructed; Harappa; Monuments; seals;  <u>Chapter 2</u>                      Sources; evidence; trench; pottery; potsherds; threshed; threshing; barley; beckon;  <u>Chapter 3</u>                      Urban; citadel; fired; kiln; Technology; sewage; Lothal; drain; wells; draw; water  <u>Chapter 4</u>                      Jewellery; oxen; rhinoceroses; unicorns; terracotta; ornaments; carnelian;  <u>Chapter 5</u>                      Barter; weights; transport;</p>	<p>Darius; empire; Persian Empire; Cyrus; Babylon; slaves; succeeded; Satrapy; satrap; tax; city-state; polis; agora; acropolis; temple; gymnasium; theatre; Zeus; Olympus; shrines; Poseidon; trident; Ares; Hera; alphabet; alpha; beta; Homer; Iliad; Achilles; besiege; Battle of Marathon; strait;</p>	<p>Democracy; citizens; vote; assembly; Pericles; Golden Age; declared war; Peloponnesian War; starve; Plague; allies; Parthenon; Architecture; columns; scrolls; frieze; sculptures; Pediment; spectators; Chorus; masks; playwrights; Sophocles; tragedy; comedy; satire; gestures; Literature; Homer; Odyssey; Odysseus; Sirens; Mast; nymph; philosophy; wisdom; philosophers; Socrates; Plato</p>	<p><u>Chapter 1</u>                      Macedon; puppet king; hoplite; Philip of Macedon; captured; hostage; sarissa; phalanx  <u>Chapter 2</u>                      Delphi; oracle; prophecy; prophesy; league; League of Corinth  <u>Chapter 3</u>                      Bucephalus; assassinated; determined; Gordium; wagon; Legend;  <u>Chapter 4</u>                      Pledged; loyalty; Issus; Alexandria; Gaugamela; chariots; retreated  <u>Chapter 5</u>                      Victor; divine; flew into a rage; Ptolemy  <u>Chapter 6</u>                      Founded; scrolls; Euclid; geometry; astronomy; astronomer; Galen;</p>

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	Rosetta; hieroglyphs; Rosetta Stone; translated; Demotic; Greek; cartouche; inscriptions; carved; papyrus		Prow; trade route; <u>Chapter 6</u> Governed; governments; Robe; figurines; fertility; Asia; Asian; Hindu; granary			
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Roman Republic</b> <i>The Roman Empire and its impact on Britain</i>	<b>Roman Empire</b> <i>The Roman Empire and its impact on Britain</i>	<b>Roman Britain</b> <i>The Roman Empire and its impact on Britain</i>	<b>Christianity in Three Empires</b> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</i>	<b>Arabia and Early Islam</b> <i>A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad</i>	<b>Cordoba – the city of light</b> <i>A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad</i>
<b>Big Question</b>	<b>How much power did the senate have in the Roman Republic?</b>	<b>What can sources reveal about Roman ways of life?</b>	<b>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</b>	<b>What made each early Christian state special?</b>	<b>What kind of change did Muhammad bring about in Arabia?</b>	<b>How did worlds come together in Cordoba?</b>
<b>Vocabulary</b>	<u>Chapter 1</u> Romulus; Remus; Tiber; shepherd; omen; Rome; senators; unity; toga; temples; cunning; Sabine; signal <u>Chapter 2</u> Religious; seven hills; Tarquin; Tarquin the Proud; Brutus; senate; represent; Consuls; republic; SPQR <u>Chapter 3</u> Peninsula; surrendered; Carthaginians; Punic Wars; heavy fines; Hannibal <u>Chapter 4</u> Camp; cavalry; battlefield; were lost; ambushed <u>Chapter 5</u>	<u>Chapter 1</u> Survival; peninsula; Province; governor; Centurion; legion; Height; rebel; frontier; forts <u>Chapter 2</u> Julius Caesar; Gaul; Pompey; foreign; Brutus; Ides of March; <u>Chapter 3</u> Descended; cunning; Augustus <u>Chapter 4</u> Emperor; Claudius; proclaim; advantage; aqueducts; Nero; <u>Chapter 5</u> Pompeii; Vesuvius; vapour; Pliny; debris; <u>Chapter 6</u> Judea rebellion; imperial	<u>Chapter 1</u> Britannia; veni, vedi, vici; Invasion; Celtic tribes; Claudius <u>Chapter 2</u> Chieftain; Caratacus; warriors; ambushed; captured; forces; fort; ascend; breast-plates; placed in chains; defeat; heavy taxes; <u>Chapter 3</u> capital city; Colchester; stationed; revolt; Iceni; Boudicca; raised an army; razed the ground; Londinium; Watling Street; increased in number; heavily outnumbered; without delay; showed no mercy <u>Chapter 4</u>	<u>Chapter 1</u> three wise men; miracles; forgiveness; rose from the dead; converted; baptised; sins; shepherd; persecution; persecute; incense; disloyal; suspicious; amphitheatres; memorial; saint <u>Chapter 2</u> official religion; rivals; vision; Byzantium; Byzantine; Empire; Constantinople; Asia; harbour; Asian; mosaic <u>Chapter 3</u> Goths; Huns; Visigoths; Angles; Saxons; Alaric the Goth; sacked; marble; hippodrome; stadium; Justinian; code; innocent; Empress; Theodora; court;	<u>Chapter 1</u> Dominated; Arabia; desert; Arabs; Islam; Makkah; pilgrimage; pilgrims; Bedouin; campfires; recite; Kaaba; shrines; idols; pagan; spirits; Quraysh; Aminah; Muhammad <u>Chapter 2</u> pastoral nomads; nomads; pastoral; widows; orphans; warrior; pastures <u>Chapter 3</u> Clansmen; clans; blood; feud; in praise of; ancestors; heritage; Petra; reared; oases; fragrant <u>Chapter 4</u> Khadijah; matchmaker; turning point; followers; Revelations; submission; Submitting; paradise; Preach; prayer	<u>Chapter 1</u> Warring; disputes; Caliphs; warfare; Samarkand; Sind; Territory; advance <u>Chapter 2</u> Factors; liberators; tolerant; Booty; inheritance; taking them captive; treasurers; surveyors; Dynasty; Ummayad; Damascus; Criticise; rally round; Abbasids; Unfurled; banners; Abd al-Rahman; massacre; biblical; Fugitive <u>Chapter 3</u> Cordoba; unwinding; turban; emir; stranger; homeland; Exile; urgent; stonemasons; glance; sturdy; delicate <u>Chapter 4</u> Aisles; jade; musician; lute; Peoples of the Book; provoked; clamped down; locust; minaret

## Hazelwood Schools – History Curriculum Overview

**Key Concepts:** Change and continuity; Evidential Thinking; Causation; Impact on our world today; Similarity and difference

	<p>Scipio; Scipio Africanus  <u>Chapter 6</u>                  Patrician; plebeians;                  elect;                  Representatives; overrule</p>		<p>Aquae Sulis; spring;                  fortune; furnaces; strigil;                  Hypocaust; palestra;                  intersecting; branched off;                  grid; aqueducts; forum;                  basilica; theatre; temple  <u>Chapter 5</u>                  Frontier; height; Hadrian;                  Hadrian's Wall;                  approaching;                  Vindolanda; wooden                  tablets  <u>Chapter 6</u>                  garrison</p>	<p>Halo; baptismal font  <u>Chapter 4</u>                  Aksum; plateau; terraces;                  Lowlands; Adulis; export;                  Ivory; tusks; perfumes;                  Yemen; mints; court  <u>Chapter 5</u>                  State; preserve; perilous;                  Hewn; saints; rock  <u>Chapter 6</u>                  Shipwreck; Ezana;                  converted; bishop;                  patriarch; priests; erected;                  Stela; Professor;                  illuminated manuscript;                  Ethiopian Orthodox                  Church; Roman Catholic                  Church; Pope; Greek                  Orthodox Church; epiphany</p>	<p><u>Chapter 5</u>                  Scorned; betraying;                  disapproved; refugees;                  tragedy; jeering; plunge;                  grove  <u>Chapter 6</u>                  Mosque; Prophet Medina;                  Arabic; negotiate; truce</p>	<p><u>Chapter 5</u>                  Splendour; ancestors; sought                  out; mihrab; adapted;                  production; extension  <u>Chapter 6</u>                  Berbers; deadly; Almohads;                  Momentum; expelled;                  triumph;                  Cathedral; enraged; town                  council; unique</p>
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## Hazelwood Schools – History Curriculum Overview

**Key Concepts:** Change and continuity; Evidential Thinking; Causation; Impact on our world today; Similarity and difference

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Islamic Civilisations:</b> <b>The Round city:</b> <b>Baghdad</b> <i>A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad</i></p>	<p><b>Anglo Saxons</b> <i>Britain's settlement by Anglo-Saxons and Scot</i></p>	<p><b>Vikings in Britain: Lady of the Mercians</b> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p><b>Norse culture</b></p>	<p><b>Local history study – school planned unit</b>  <b><i>History of Broomfield House</i></b></p>	<p><b>Vikings in Britain: Changing Rulers, Changing Worlds</b></p>
<b>Big Question</b>	<b>Why were there so many restless minds in Cordoba and in Baghdad?</b>	<b>How have historians learned about Anglo-Saxon Britain?</b>	<b>How did the Vikings change England?</b>	<b>What connections and similarities did the Norse peoples have with other peoples?</b>	<b>How has Broomfield Park been impacted by historical periods?</b>	<b>How did Angles, Saxons and Vikings shape England and Scotland?</b>
<b>Vocabulary</b>	<p><u>Chapter 1</u> al-Mansur; architects; Baghdad; dirhams; astrologers; descendants</p> <p><u>Chapter 2</u> Caspian Sea; beyond; silk roads</p> <p><u>Chapter 3</u> Decree; engineers; revenue; dome; quilts; peter out</p> <p><u>Chapter 4</u> Scholars; madrasas; universities; reconstruction</p> <p><u>Chapter 5</u> Numerals; evolved; calculate; observatories; Astrolabe; predict; astrology</p> <p><u>Chapter 6</u> Minerals; antiseptic; influence; anatomy; Arteries; nerves; surgery;</p>	<p><u>Chapter 1</u> Picts; Scots; pillaged; Saxons; Germanic; Jutes; Angles; North Sea; pleas Anglo-Saxons; Anglo-Saxon</p> <p><u>Chapter 2</u> battle-axe; throwing axe; Frankish; axe head; Britons; legends; overcome; migrating; migrate</p> <p><u>Chapter 3</u> Chief; garnet; Sri Lanka; grave goods; conclude; amber; buckle; artefacts; high-born; nobleman; noblewomen; high-status; glassware; settle their differences; compensation; status; ranks; widowed</p> <p><u>Chapter 4</u> Augustine; overlord; Canterbury; monasteries; monks; scholarship; Bede; Hilda; missionary;</p>	<p><u>Chapter 1</u> Flanks; furrows; chasms; seeping; ploughshare; Norsemen; Vikings; wintered; launch; ingots; spindle; spindle whorl; daring; seat of royal power; crypt; abandon; Anglo-Saxon Chronicle</p> <p><u>Chapter 2</u> according to; encounter; tremble; illuminated; pace; widespread; martyrdom; claiming</p> <p><u>Chapter 3</u> Campaigns; prowled; at bay; to and fro; ferociously; in a good light; decisive; learned; depicts; re-enacting; threatening; warlord; occupied; sought;</p> <p><u>Chapter 4</u> ancestral residence; triumphantly; commotion;</p>	<p><u>Chapter 1</u> Lush; Vinland; encampment; locals; war-cry; imminent; foreigners; heavily pregnant; catapult; Norse; saga</p> <p><u>Chapter 2</u> Seafaring; fjords; fjord; Iceland; exile; exiled; mysterious; Greenland; Leif Erikson; pelts; Skraeling</p> <p><u>Chapter 3</u> Myths; Midgard; Asgard; mead hall; Valhalla; Odin; Valkyries; Loki; trickster; inspired; Thor; amulet; giants; eddas; runes; revealed; Ragnarok; Yule</p> <p><u>Chapter 4</u> Pilot; course; hoisted; mast; Inland; manoeuvred; harbour; stern; upended; crew; portaging; portage</p>	<p><u>VOCAB TBC DEPENDING ON UNIT</u></p> <p><u>Chapter 1</u> Manor; restoration; heritage; estate; conservation; architectural; Elizabethan; Grade II listed; derelict; archaeology; facade; philanthropist</p> <p><u>Chapter 2</u> Gentry; aristocracy; legacy; landowner; historical significance; Victorian; Edwardian; period features; lineage; patron; antiquity; archives</p> <p><u>Chapter 3</u> Landscaping; horticulture; botany; aviary; greenhouse; ornamental; gazebo; sunken garden; parterre; topiary; arboretum; horticulturist</p> <p><u>Chapter 4</u></p>	<p><u>Chapter 1</u> Jorvik; errands; woodturner; in tow; cellars; bellows; cobbler; awl</p> <p><u>Chapter 2</u> Pendants; kingsman; thronging; detour; wharves; vessel; sable; scours; loom; chivvies; idly; outrage</p> <p><u>Chapter 3</u> Fragments; finds; upheaval</p> <p><u>Chapter 4</u> Taunt; stronghold; yielding; coordinating; assault; contemplated; disgruntled; laid to rest</p> <p><u>Chapter 5</u> Consecrated; churned; acclaim; anoint; consecration; realms; sceptre; circlets; reverently; coronation; tribute</p>

## Hazelwood Schools – History Curriculum Overview

**Key Concepts:** Change and continuity; Evidential Thinking; Causation; Impact on our world today; Similarity and difference

	<p>Medical; medical encyclopaedia; smallpox; Qualifications; qualified;</p>	<p>missionaries; Columba; Easter; Synod of Whitby  <u>Chapter 5</u>                  Cynethryth; authority; Charters; Offa; worn on; security; barrier; Offa's Dyke; abbey; abbess; wore on  <u>Chapter 6</u>                  Trowel; unearthing; self-taught; earthen mounds; rivet; meandering; silverware; helmet; decomposed</p>	<p>forage; ransacked; shires; ealdorman; grave; war - bands; hilt; font; triumphed  <u>Chapter 5</u>                  shore up; fortify; wary; fortifications; burhs; fortified; prosperous; wilderness; priory  <u>Chapter 6</u>                  Boulders; vividly; reputation;</p>	<p><u>Chapter 5</u>                  Good spirits; construction; moor; Beowulf; plight; made ready; fists; bare hands; inevitable; clasping  <u>Chapter 6</u>                  Lurking; revenge; severed; scoured; distraught; fearsome; search party; forged; subjects; dragon; slew; fatal; Norse culture</p>	<p>Pavilion; bandstand; municipal; public amenities; community hub; recreational; commemoration; centenary; renovation; landmark; preservation; urban development</p>	<p><u>Chapter 6</u>                  Perpetual; consequence; pious; rebuke; courtiers; hogbacks; unique</p>
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## Hazelwood Schools – History Curriculum Overview

**Key Concepts:** Change and continuity; Evidential Thinking; Causation; Impact on our world today; Similarity and difference

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
	<b>Norse culture</b>	<b>Vikings in Britain: Changing Rulers, Changing Worlds</b>	<b>The Maya</b>	<b>Local history study – school planned unit</b>  WW2	<b>WW2</b> <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a local history study</i>
<b>Big Questions</b>	<b>What connections and similarities did the Norse peoples have with other peoples?</b>	<b>How did Angles, Saxons and Vikings shape England and Scotland?</b>	<b>How do historians know about the Maya?</b>	<b>How has Enfield been shaped by World War 2?</b>	<b>Why did the Allies win the Second World War?</b>
<b>Vocabulary</b>	<p><u>Chapter 1</u> Flanks; furrows; chasms; seeping; ploughshare; Norsemen; Vikings; wintered; launch; ingots; spindle; spindle whorl; daring; seat of royal power; crypt; abandon; Anglo-Saxon Chronicle</p> <p><u>Chapter 2</u> according to; encounter; tremble; illuminated; pace; widespread; martyrdom; claiming</p> <p><u>Chapter 3</u> Campaigns; prowled; at bay; to and fro; ferociously; in a good light; decisive; learned; depicts; re-enacting; threatening; warlord; occupied; sought;</p> <p><u>Chapter 4</u> ancestral residence; triumphantly; commotion; forage; ransacked; shires; ealdorman; grave; war-bands; hilt; font; triumphed</p>	<p><u>Chapter 1</u> Jorvik; errands; woodturner; in tow; cellars; bellows; cobbler; awl</p> <p><u>Chapter 2</u> Pendants; kingsman; thronging; detour; wharves; vessel; sable; scours; loom; chivvies; idly; outrage</p> <p><u>Chapter 3</u> Fragments; finds; upheaval</p> <p><u>Chapter 4</u> Taunt; stronghold; yielding; coordinating; assault; contemplated; disgruntled; laid to rest</p> <p><u>Chapter 5</u> Consecrated; churned; acclaim; anoint; consecration; realms; sceptre; circlets; reverently; coronation; tribute</p> <p><u>Chapter 6</u> Perpetual; consequence; pious; rebuke; courtiers; hogbacks; unique</p>	<p><u>Chapter 1</u> shard, dynasty, bloodletting, acceding, accession, aligned, potent, hallucinating, conjuring, hallucination, founder</p> <p><u>Chapter 2</u> Maya, Precise, jaguar, Mayan, texts, Mesoamerica,</p> <p><u>Chapter 3</u> temple-pyramid, flagstones, adorned, Pakal, turmoil, plaza, stelae</p> <p><u>Chapter 4</u> roasted, froth, delicacy, godliest, maize, versatile, fashioned,</p> <p><u>Chapter 5</u> primordial, shaman, Long Count, solar calendar, obsidian,</p> <p><u>Chapter 6</u> Chichén Itzá, abandoned, collapse</p>	VOCAB TBC	<p><u>Why did World War II begin?</u> <u>Evacuation</u> <u>The Battle of Britain</u> <u>Blitzkrieg</u> <u>The Holocaust</u> <u>D-Day &amp; VE Day</u></p> <p>Hitler; Dictator; Nazi Party; Third Reich; Holocaust; Auschwitz; Kindetransport; Anne Frank; Axis; Allies; Fascism; Blitzkrieg (Blitz); Evacuation; Evacuees; Chamberlain; Churchill; Propaganda; Roosevelt; Mussolini; French Resistance; Luftwaffe; Manhattan Project; Atomic Bomb; Hiroshima; Nagasaki; Rationing; Battle of Britain; D-Day Landings; Normandy; USSR; Stalin; Dame Vera Lynn; Pearl Harbour; Fronts; Mechanised Infantry; RAF; Armistice; VE day; VJ day</p>

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	<u>Chapter 5</u> shore up; fortify; wary; fortifications; burhs; fortified; prosperous; wilderness; priory <u>Chapter 6</u> Boulders; vividly; reputation;				
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