



History National Curriculum Subject Content

KS1

- Changes within Living Memory
- Event Beyond Living Memory
- The Lives of Significant People
- Local History; Significant Historical Events, People and Places.

KS2

- Chronology from the Stone Age to 1066
- Chronology beyond 1066
- Local Study
- Ancient Civilisation (3000 years ago approx.)
- Civilization from 1000 years ago
- Ancient Greece

History National Curriculum Programme of Study

KS1

- Develop and awareness of the past
- Know where the people and events studied fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Choose and use parts of stories and other sources to show understanding of key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is presented.

KS2

- Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- Note connections, contrasts and trends over time and develop appropriate use of historical terms
- Address and devise historically valid questions about change, cause, similarity and difference and significance*
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how knowledge of the past is constructed from a range of sources

Core knowledge from KS1- What do children know when they join Biscovey Academy?

- I know that some things have changed since my grandparents were young.
- I know who Queen Elizabeth was and who succeeded her as King.
- I know that the Great Fire of London happened in 1666.
- I know that Florence Nightingale, Mary Seacole and Edith Cavell were nurses.
- I know what affect China Clay has had on our landscape.



Biscovey Academy History Sequence of Learning

Year 3- Year 6



LKS2

Cycle A- Ancient Civilisations

<u>Ancient Greeks</u> <i>How Great were the Greeks?</i> Autumn 2	<u>The Roman Empire</u> <i>Empire- What impact did the Romans have on the world?</i> Spring 2	<u>Ancient Egypt</u> <i>Monstrous Mummifiers or medically advanced?</i> Summer 2
1. What can we work out about everyday life in Ancient Athens from the pottery and other evidence that remains? 2. Why was Athens able to be so strong at this time? 3. Why and how did the Athenians win the Battle of Marathon? 4. Why were the Olympics important in Ancient Greece? 5. In what ways have the Ancient Greeks influenced our lives today?	1. What was life like in a Roman town? 2. What have the Romans ever done for us? (inventions) 3. What was the 'Roman Empire'? 4. How were the Romans able to keep control over a vast empire? 5. Why did the Romans leave sunny Italy to invade this cold island on the edge of the empire?	1. How can we discover what Ancient Egypt was like over 5,000 years ago? 2. What sources of evidence have survived and how were they discovered? 3. What does the evidence tell us about everyday life for men, women and children? 4. What did the Ancient Egyptians believe about the afterlife and how do we know? 5. What did Ancient Egypt have in common with other civilizations from that time?
<u>Core Facts</u> • Ancient Greece was the birthplace of democracy (rule by the people). • Athens and Sparta were the two most powerful city states. • Ancient Greece had powerful cities, great philosophers, fine art and architecture, • The Ancient Olympic Games were held every four years at Olympia and started as a religious festival.	<u>Core Facts</u> • The Roman Empire was one of the greatest empires in history. • The soldiers were well trained and disciplined. • The Romans invented many things including underfloor heating, concrete, the calendar, aqueducts and newspapers. • Britain had lots of natural resources that the Romans needed.	<u>Core Facts</u> • The people of Ancient Egypt relied on the Nile to survive. • Much of our understanding of the Ancient Egyptian civilisation has only come within the last 200 years. • Howard Carter was a British Egyptologist who discovered the tomb of Pharaoh Tutankhamun. • They believed in more than one god and the existence of an afterlife.

Cycle B- Early British History

<u>Stone Age- Iron Age</u> <i>How can we possibly know what it was like so many years ago before man recorded his thoughts in writing?</i> Autumn 2 and Spring 1	<u>Romans and the Impact on Britain</u> <i>Rebellion - Romans vs Celts. Who was victorious?</i> Summer 2
1. Was Stone Age man simply a hunter and gatherer, concerned only with survival? 6. How different was life in the Stone Age when man started to farm? 7. What can we learn about life in the Stone Age from a study of Skara Brae? 8. Why is it so difficult to work out why Stonehenge was built? 9. How much did life really change during the Iron Age and how can we possibly know?	1. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know? 2. How diverse was Roman Britain? 3. Why did Boudicca stand up to the Romans? 4. Was Boudicca a hero or villain? 5. How can we solve the mystery of why this great empire came to an end?
<u>Core Facts</u> • The prehistoric era makes up 99% of our past. • Prehistory is split into three main ages: Stone, Bronze and Iron.	<u>Core Facts</u> • In AD 43, the Emperor Claudius invaded Britain. • Queen Boudicca ruled the Iceni tribe, who fought back against the Romans.

- Palaeolithic humans were hunters and gatherers and had a nomadic lifestyle, - Later in the Bronze Age, people began to farm. - By the end of the Iron Age, many people lived in hill forts.		- Some leaders such as Queen Elizabeth I and Queen Victoria looked up to Boudicca and thought of her as the first female heroine. - The Roman Empire became too big to defend and went into decline.
UKS2		
<u>Year 5- Anglo Saxons</u> <i>So how dark were the Dark Ages, really?</i> Spring 1	<u>Year 5 Vikings</u> <i>Vikings; Blood thirsty monsters or a civilised culture?</i> Spring 2	<u>Year 5 The Victorians</u> <i>A Dark Age or a Golden Age?</i> Summer 1
- Why did the Anglo-Saxons invade and how can we possibly know where they settled? - What does the mystery of the empty grave tell us about Saxon Britain? - How did people's lives change when Christianity came to Britain and how can we be sure? - Alfred, just how 'Great' was he? - So how dark were the dark Ages, really?	- What image do we have of the Vikings? - Why have the Vikings gained such a bad reputation? - How did the Vikings try to take over the country and how close did they get? - How have recent excavations changed our view of the Vikings? - Raiders or settlers: how should we remember the Vikings?	- What do the Victorians have to do with our lives? - Why was Victoria's reign a period of great change? - What was life like for children in a Victorian school? - What were Victorian schools like in our area? - What can primary source material tell us about life in St Blazey in the Victorian period?
<u>Core Facts</u> - The Anglo-Saxons were originally invited to Britain to help keep out invaders. - They came from Germany, Denmark and the Netherlands. - Much of what we know about the Anglo-Saxons comes from the major discovery at Sutton Hoo where they found a huge wooden ship, a coffin and many other items. - They moved away from paganism as Christianity was re-established.	<u>Core Facts</u> - The Vikings came from Scandinavia and were known for being great explorers and warriors. - Although they started off in England as raiders, they later became settlers. - The Vikings were pagans and attacked and destroyed the monastery of Lindisfarne. - King Alfred stopped the Vikings taking over England and let them settle in their own area of eastern England, called the Danelaw.	<u>Core Facts</u> - Victoria was a British monarch who reigned over the largest empire in the world. - Victorian England was a time of great change and progress. - Queen Victoria's reign brought many improvements to education. - There were two Victorian schools in our area: 1872 Lodge Hill 1862 St Blazey County Primary School 1992 Both schools closed and a junior school was built on a new site. This became Biscovey Junior School and then Biscovey Academy.

<u>Year 6- Benin</u> <i>What sort of place was Benin 1,000 years ago and how do we know?</i> <i>Autumn 1</i>	<u>Year 6- World War 2</u> <i>How was the war fought in places other than the battlefield?</i> <i>Autumn 2</i>	<u>Year 6 – The Cornish Rebellion</u> <i>An Gof: Hero or Villain?</i> <i>Summer 2</i>
1) Why do we learn about Benin in school? 2) What sort of place was Benin 1,000 years ago and how do we know? 3) What can we tell about Benin society from the images and artefacts that have survived? 4) What changes took place when the European settlers started trading? 5) Why did the Victorians do battle with Benin?	1. Why did Britain have to go to war in 1939? 2. Why was it necessary for children to be evacuated and what was evacuation really like? 3. How was Britain able to stand firm against the German threat? 4. How did people manage to carry on normal life during the war and how do we know? 5. Why is it so difficult to be sure what life on the Home Front was really like? 6. What was VE day really like?	1. Life in Cornwall 500 years ago – why would An Gof think of himself as 'Cornish' rather than 'English'? 2. Why was An Gof angry and what happened in Bodmin? 3. What happened on the march to London and at the Battle of Blackheath? 4. How did Henry VII punish the Cornish leaders? 5. An Gof: Hero or Villain?
<u>Core Facts</u> • The Kingdom of Benin was a kingdom that existed in West Africa, in the area which is now known as Nigeria. • The people did not write down their history but transmitted it through their oral (spoken) culture. • The success of Benin was fuelled by its trade. Benin supplied the Portuguese with pepper, ivory, leopard skins and slaves. • The Kingdom was destroyed when British forces invaded in 1897.	<u>Core Facts</u> • WW2 started in 1939 and ended in 1945. • The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan. • The Battle of Britain was the turning point for WW2 as Germany had to postpone its invasion plans. • VE (Victory in Europe) Day marked the end of most of the fighting in Europe.	<u>Core Facts</u> • The Cornish Rebellion took place in 1497. • The two key figures were Michael An Gof and Thomas Flamank. • The rebels marched on London to protest against King Henry VII raising taxes. • The Cornish rebels were beaten by the King's forces at the Battle of Deptford Bridge.