

**Ashley Junior School  
History Curriculum**

	Autumn Term	Spring Term	Summer Term
3	<p><b>STONE AGE TO IRON AGE</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past</li> <li>• Describe changes that have happened in the locality of the school throughout history (Hengistbury Head)</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line</li> </ul> <p>Changes in Britain from the stone age to the Iron Age:</p> <ul style="list-style-type: none"> <li>• Late Neolithic hunter-gatherers and early farmers</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p>SMSC: understand importance of belonging to a community</p>		<p><b>THE ROMANS</b></p> <ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> <li>• Suggest causes and consequences of some of the main events and changes in history</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women or children</li> <li>• Place events, artefacts and historical figures on a time line using dates</li> <li>• Use dates and terms to describe events</li> </ul> <p>The Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• British resistance, for example, Boudica</li> <li>• The impact the Romans had in Britain, considering what aspects of the legacy are most significant</li> </ul> <p>SMSC: Romans had a large impact on our current culture/ country, e.g. roads, language</p>

## VIKINGS and ANGLO SAXONS

- Use evidence to ask questions and find answers to questions about the past (e.g. study of settlement names)
- Suggest suitable sources of evidence for historical enquiries
- Suggest causes and consequences of some of the main events and changes in history
- Compare some of the times studied with those of other areas of interest around the world
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women or children
- Place events, artefacts and historical figures on a time line using da

Britain's settlement by Anglo- Saxons and Scots and

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:

- Anglo-saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Viking raids and invasion
- Anglo-Saxon laws and justice

## THE NEW FOREST

- Suggest causes and consequences of some of the main events and changes in history
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history, e.g. William Rufus enquiry)
- **Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ**
- Describe changes that have happened in the locality of the school throughout history Give a broad overview of life in Britain from ancient until Tudor /Stuart times
- Understand the concept of change over time, representing this, along with evidence, on a time line  
Use dates and terms to describe events
- Use appropriate historical vocabulary to communicate, including; dates, time period, era, change, chronology
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past  
**Show an understanding of concepts such as monarchy, parliament, war and peac**

A Local History Study- the New Forest:

- The Norman invasion 1066
- The death of William Rufus
- The origin of commoning laws on the forest and the role of verderers and agisters

			<ul style="list-style-type: none"> <li>• Famous local people in the new Forest (e.g. Brusher Mills, Alice Hargreaves, Alice Lisle etc)</li> <li>• <b>SMSC a sense of their local history and its influence on traditions, customs and laws in the local area. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England</b></li> </ul>
5	<p><b>THE ANCIENT GREEKS</b>  Ancient Greece- a study of Greek life and achievements and their influence on the western world:</p> <ul style="list-style-type: none"> <li>• Greek architecture</li> <li>• Famous Greeks such as scientists, mathematicians, philosophers and story tellers</li> <li>• The Greek Gods and Goddesses through Myths (such as Perseus and Medusa, The Twelve labours of Hercules)</li> </ul>	<p><b>EARLY CIVILISATIONS / THE EGYPTIANS</b>  The achievements of the earliest civilisations:</p> <ul style="list-style-type: none"> <li>• An overview of where and when the first civilisations appeared</li> <li>• The afterlife in Ancient Egypt</li> <li>• Farming and the importance of the River Nile</li> <li>• Select suitable sources of evidence, giving reasons for choices</li> <li>• <b>Compare some of the times studied with those of the other areas of interest around the world</b></li> </ul>	

- Use sources of evidence to ask questions and find answers to questions about the past
- Use sources of evidence to form testable hypotheses about the past
- Seek out and analyse a wide range of evidence in order to justify claims about the past  
Understand that no single source of evidence gives the full answer to questions about the past
- **Describe the social, ethnic, cultural or religious diversity of past society**  
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural), e.g. through Architecture
- Show an understanding of concepts such as civilisation, democracy, and war and peace (Milestone 1)
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past

SMSC: understand that the Ancient Greeks had a large impact on our current culture/ country, e.g. architecture, theatre, legal system. Enable students to acquire a broad general knowledge of and respect for public institutions and services in

Use dates and terms accurately in describing events

- Show an understanding of concepts such as civilisation
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about past
- Use original ways to present information and ideas

SMSC: understand that different societies have different beliefs in their gods and the afterlife and that this affects their customs and actions

	England		
6	<p><b>WARTIME</b></p> <ul style="list-style-type: none"> <li>Select suitable sources of evidence, giving reasons for choices (<i>e.g. video, books, letters, diaries first hand accounts</i>)</li> <li>Use sources of evidence to form testable hypotheses about the past</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</li> <li>Understand that no single source of evidence gives the full answer to questions about the past</li> <li>Identify continuity and change in the history of the locality of the school (school used for evacuees) Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural), <i>e.g.</i> transport, clothing</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</li> <li>Show an understanding of concepts such as</li> </ul>		<p><b>BAGHDAD</b></p> <ul style="list-style-type: none"> <li>Use sources of evidence to ask questions and find answers to questions about the past</li> <li>Refine lines of enquiry as appropriate</li> <li>Describe the social, ethnic, cultural or religious diversity of past society, <i>e.g.</i> mosques</li> <li>Use dates and terms accurately in describing events</li> </ul> <p>A non-European society that provides contrasts with British history- a study of Baghdad c.AD 900:</p> <ul style="list-style-type: none"> <li>Arabian Nights</li> <li><b>SMCS: social diversity in the past and present and also mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b></li> </ul>

monarchy, parliament, and war and peace

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past  
Use original ways to present information and ideas

A Study of a theme in British History that extends pupils' chronological knowledge beyond 1066.:

- Changes in transport from World war I -World War II
- Evacuees through transport and Friend or Foe by Michael Morpurgo

SMSC: The impact of war on whole communities and countries around the world, the changing roles of women in society and the moral issues surrounding invasion of other countries (individual liberty)

Enable students to acquire a broad general knowledge of and respect for public institutions / services in England and the significance and historical importance of annual events such as

	Remembrance Day with the poppies.		
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**Key**

Blue: topic being studied

Black: national curriculum

Purple: key ideas pupils must know to achieve objectives

Red: SMSC link and opportunities