



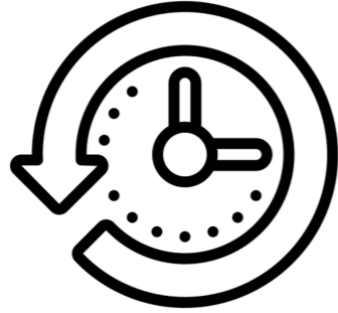
History Overview

Key:

Blue =
British History

Purple = World
History

Green = Useful
links/resources.



Our Mission Statement

History has defined who we are and how we live today.

At Dereham Junior Academy, we want our pupils to understand this and appreciate how different people's lives were throughout history in both Britain and the wider world. We also want them to appreciate how all events that have come before us now, have shaped the town, country and world we live in.

We provide a history curriculum that scrutinises how places, people and lives have changed over time. It appreciates the diversity of societies and relationships with **respect** and **kindness**, and acknowledges the **creativity** of people when faced with challenges in the past. We aim for our pupils to develop a secure knowledge of chronology and begin to express connections and contrasts in different places and times.

We encourage our pupils to BE historians. They will be detectives when exploring sources of evidence and discuss whether or not they can be **trusted** and explore the possible reasons for this. They will need to piece clues together and have the **courage** to venture their own opinions.

We want our pupils to reflect on events in history and the impact they have had - both here in Britain and around the world - with awe and wonder. Who knows, they maybe even develop **aspirations** to work in this field in the future!

Year 3

[DCoEJA Timeline](#)

[KS2 Timeline](#)

[Mr T does History Timeline](#)

[Local History](#)

[Stone Age](#)

[Podcast link - Homeschool Histories.](#)

Key Concept 1:

**EXAMINE IT,
QUESTION IT,
PRESENT IT.**

Ask and answer questions/Examine evidence and question its reliability/Present findings



Key Concept 2:

CHRONOLOGY

Sequencing/Comparisons/Connections



Key Concept 3:

LEGACY

*What the..... did for us? /
Connections/Impact*



Key Concept 4:

FLASHBACK

Key features of the period/Context for line of enquiry/Connections, contrasts and trends.



Y3

- **Changes in Britain from the Stone Age to the Iron Age – Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae**
- **A local history study – A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). Use WW2 as a vehicle. (1930s/40s)**

Question: With support, answer questions about the history they study, including about:

- Similarities and differences
- Change

Know the names of some historical key periods (e.g. The Stone Age).

Use words relating to the passing of time in the context of chronology and

Know some of the legacies of the historical periods they study.

With support, begin to identify and consider the local, national

Make simple observations about the nature and characteristic features of the ancient civilisations and past societies/time periods they study in order to help them answer questions about the past . (See Key threads)

	<ul style="list-style-type: none"> ● Cause ● Significance <p>Examine: Understand that knowledge of our past is constructed from a range of sources (e.g. artefacts, cave paintings, photographs, written accounts as well as library books and the internet.)</p> <p>Begin to understand the concept of primary and secondary sources of evidence.</p> <p>Question: With support, find evidence from historical sources which mostly relate to a given focus/question/line of enquiry (eg. What can we learn from cave paintings, bones, footprints about the Stone Age?)</p> <p>Present: Presents findings in different ways. (e.g. in writing, in tables and through drama.)</p>	<p>begin to use more formal chronological terminology (e.g. before/after/during, BC, AD)</p> <p>Know where people/events fit into a chronological framework. (e.g. sequence people and events within a timeline of a historical periods)</p> <p>Begin to make simple chronological connections to events which are beyond living memory but which they have previous studied e.g. Moon Landing, Great Fire of London</p>	<p>and global significance and impact of these legacies.</p> <div data-bbox="1329 281 1730 680" style="border: 1px solid black; padding: 5px;"> <p>Examples: e.g. Physical: e.g. Stonehenge, Skara Brae, Lascaux Cave paintings, Grimes Grave, Sea Henge, Warr Memorials in Dereham Narrative: e.g. What happened at Skara Brae. People: Adolf Hitler, Neville Chamberline, Winston Churchill Events: e.g. World War II)</p> </div>	<p>Key Threads:</p> <p>Society: SA: e.g. Hunting and gathering for food leading onto development of farming and agricultural techniques; development of tools; use of fire and other natural resources. Local: e.g. Impact of War on everyday life and society e.g. Air Raids, Grow your Own; Rationing; Mend and Make do; women took on other roles while men at war</p> <p>Culture: SA: e.g. Religion and beliefs during Stone Age e.g. arrangements for burial, burrows; worshipping Sun Gods/ceremonies at Stonehenge</p> <p>Power and conflict: Local: e.g. World War II (Allie vs Axis). Adolf Hitler leader of Germany; Neville Chamberlain Prime Minister of England. Germany refused to abort the invasion of Poland; Britain and France declared war on Germany.</p> <p>Settlement:: SA: e.g. Climate changes during the period, land bridges to Europe disappearing; development of Stone Age settlements close to food sources, changes to shelters and housing (caves, tents, roundhouses) over the period; Skara Brae Local: e.g. Impact of war on where people lived locally and nationally e.g. building airfields (why so many in Norfolk?), Anderson shelters</p>
<p>Vocabulary;</p>	<p>Palaeontology Archeology Archeologist Museum Evidence Primary source Secondary source Questioning Discovery Similarities Differences Change</p>	<p>yesterday, today and tomorrow. Past, present, and future. Before, after and during. _____ years ago Chronology Chronological Timeline Events Sequencing Prehistory Historical period age or era, BC/AD Local, National and World History.</p>	<p>Physical Narrative Significant people</p>	<p>Society: Technology Climate Farming Resources Agriculture Hunter-gatherer Civilisation Society Prime minister monarchy rationing</p> <p>Culture: Beliefs Culture</p>

					Power: War World War leader axis allied attack Conflict Settlement; Landscape Land bridge Settle Settler Settlement Monuments
	Year 4				DCoEJA Timeline KS2 Timeline
	Key Concept 1: EXAMINE IT, QUESTION IT, PRESENT IT.	Key Concept 2: CHRONOLOGY	Key Concept 3: LEGACY	Key Concept 4: FLASHBACK	Mr T does History Timeline Roman Britain Ancient Egypt Podcast link - Homeschool Histories.
Y4	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. (e.g. Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica) The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day • The achievements of the earliest civilizations (e.g. an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.) 				

Question: Regularly answer questions about the history they study, including about:

- Similarities and differences
- Change
- Cause
- Significance

Begin to ask their own questions to support their line of enquiry (e.g. KWL grid - what do I need to know in order to answer the big question? Do I need to 'flashback'?)

Examine: Know that historical knowledge is pieced together from a range of sources and there are often differences in accounts of an event [e.g. archeological reports and diaries]

Develop understanding of the concept of primary and secondary sources of information

Examine evidence from a range of historical sources which relates to a given focus/line of enquiry/question and sift out irrelevant information [e.g. use evidence from hieroglyphics]

Question: Begin to question the reliability of evidence (e.g. using sliding spectrum/line of reliability)

Present: Presents findings in a range of different ways. (e.g. in graphs, on timelines and in writing)

Use formal chronological concepts/vocabulary to refer to the passage of time [e.g. BC/AD, century, decade]

Begin to develop their understanding of chronology within and across different time periods and consider their relative durations. [e.g. Ancient Egyptians before the Roman Empire]

Begin to make chronological links to Local, British and World History. (e.g. what was going on in other parts of the world concurrently as the period of history they are studying?)

Discuss significant legacies from the past that are remembered and/or affect life today and begin to suggest reasons for this.

Begin to independently identify and consider the local, national and global significance and impact of these legacies

Examples:
(Physical: e.g. Roman Roads, Hadrian's Wall, mosaics and baths, towns, town names; ruins of forts and walls
Pyramids, tombs, Rosetta Stone, mummies, statues, Book of the Dead, masks, hieroglyphics
Narrative: Boudica, Romulus and Remus
Events: Battle of Hastings
People: Boudica, Emperor Claudius, Julius Caesar, Howard Carter (Swaffham link), Cleopatra, Tutankemad, Khufu)

Make observations about the nature and characteristic features of ancient civilisations and past societies they study in order to support a line of enquiry. (See Key Threads)

Begin to draw comparisons/make references to other time periods previously studied (e.g. to identify connections, contrasts and trends over time.)

Begin to appreciate what people thought and felt about events [e.g. How did the Icenis react to Roman invasion?]

Have some awareness of the meaning of abstract historical terms when describing a period. [e.g. empire, civilisation, parliament, peasantry, emperor, monarchy] when describing a period.

Key Threads:

Society:

Romans: Contrast British society before (The Celts/Iron Age) and after Roman Invasion e.g. currency, laws, taxes, trade, latin, organisation of towns. Leaders = Emperors (e.g. Augustus/Caesar) as opposed to Kings/Queens.
Egyptians: Hierarchy of social structure, pharaohs down to farmers and slaves, scribes, craftsmen, soldiers. Pharaohs of Ancient Egypt were the supreme leaders of the land/God like status; they were both the political and religious leader.
s. Farming practices using flooding; use of River Nile for trade.

Culture:

Romans: Entertainment e.g. amphitheaters. Roman Gods and Goddesses
Egyptians: Belief in the afterlife and mummification. Tombs. Pharaohs given god-like status. Influence of Egyptian/Roman culture on each other e.g. architecture. Development of writing using hieroglyphic/cartouche.

Power and conflict:

Romans: Expansion of Roman Empire (not just in Britain); Roman invasion of Britain by Julius Caesar and then Emperor Claudius for power/resources. Roman Army = strong/organised/well-equipped; Scotland remained independent. Building of Hadrian's Wall by Emperor Hadrian.

*Boudica and the Iceni Revolt .
Abandonment of England by the Roman
army leaving it vulnerable to attack.*

Settlement):

*Romans: Roman cities and housing close
to rivers and forts; organised in grids,
towns*

*Egyptians: Settlement of Egyptians close
to the Nile and reasons for this e.g.
transportation, materials, crops, trade*

Vocabulary:	Revisit vocabulary introduced in Year 3 and introduce: Enquiry Reliability Accounts Suggests Importance Relevant Irrelevant Present Findings Impact Significance connection contrast continuity cause effect	Revisit vocabulary introduced in Year 3 and introduce: Century (including the dates which fall into the centuries) Decade Millennium Ancient civilisation (Relative) Duration Concurrent Concurrently	Revisit vocabulary introduced in Year 3 and introduce: Revolt Rebellion Significant events Architecture Impact	Revisit vocabulary introduced in Year 3 and introduce: Society: King/Queen Pharaoh Monarchy Dynasty Hierarchy Emperor, Trade Taxes Economy, Government Slave/slavery Social status Rule Transportation Culture Religion Culture Entertainment Gods, Goddesses Architecture Power: Empire Invasion Kingdoms Defeated Conquer Expansion Army Settlement; Migration Use vocab introduced for 'settlement' in Yr 3 in context of period studied.
Year 5				

	<p>Key Concept 1:</p> <p>EXAMINE IT, QUESTION IT, PRESENT IT.</p>	<p>Key Concept 2:</p> <p>CHRONOLOGY</p>	<p>Key Concept 3:</p> <p>LEGACY</p>	<p>Key Concept 4:</p> <p>FLASHBACK</p>	<p>KS2 Timeline</p> <p>Mr T does History Timeline</p> <p>Ancient Greeks</p> <p>Vikings and Anglo Saxons</p> <p>Battle of Hastings Podcast Link.</p>
<p>Y5</p>	<ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Ancient Greece – a study of Greek life and achievements and their influence on the western world/the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day 				
	<p>Question: Ask and answer questions about the history they study, including about:</p> <ul style="list-style-type: none"> • Similarities and differences • Change • Cause • Significance <p>Confidently asks their own questions to support their line of enquiry (e.g. KWL grid - what do I need to know in order to answer the big question? Do I need to 'flashback'?)</p> <p>Examine: Know that historical knowledge can be deepened from studying a range of sources and that different versions of the past may exist; begin to suggest reasons for this. (e.g. contrasting diary entries, political bias)</p> <p>State which sources of evidence are primary and which are secondary.</p> <p>Question: Develop their ability to assess the reliability of evidence (e.g. using sliding spectrum/line of reliability/critical awareness)</p> <p>Present: Select evidence from a range of sources and use their findings to answer a question or prove an idea by organising their findings into useful structures and begin to reference these.</p>	<p>Use formal chronological concepts/vocabulary to refer to the passage of time [e.g. BC/AD, , century, decade] including using dates to refer to the passage of time.</p> <p>Further develop their understanding of chronology within and across different historical periods and consider their relative durations [e.g. the Vikings and Anglo Saxons followed the Romans in Britain and Greek Empire].</p> <p>Further develop chronological links to Local, British and World History. (e.g. What was going on in other parts of the World concurrently as the time period they are studying?)</p>	<p>Discuss significant legacies from the past that are remembered and affect life today and suggest reasons for this.</p> <p>Begin to discuss how people's lives have shaped this nation and how Britain has been influenced by the wider world.</p> <p>Identify and consider the local, national and global significance and impact of these legacies independently.</p> <div data-bbox="1329 1352 1733 1913" style="border: 1px solid black; padding: 5px;"> <p>Examples: Physical: Greek Sculpture; Anglo Saxon place names; geographical land boundaries/shires, Sutton Hoo - burial site; West Stow - archaeological site Social: Government and democracy, Surnames, impact of Anglo Saxons on language Cultural: Christianity Narrative: Greek Mythology Events: Olympics, Peloponnesian War Battle of Hastings 1066.</p> </div>	<p>Develop richer narratives (including the characteristic features and nature) of the periods they study. (e.g. knowing what happened, what people thought and felt about it and how some events were linked in order to support a line of enquiry.)(See key threads)</p> <p>Draw comparisons/make reference to other time periods previously studied (e.g.. to identify connections, contrasts and trends over time.)</p> <p>Identify more than one reason for an event or change in the history they study. (e.g Why did the Anglo Saxons invade Britain?)</p> <p>Use abstract historical terms when describing a period. [e.g. empire, civilisation, parliament, peasantry, monarchy, democracy, emporerore)</p> <div data-bbox="1754 1329 2258 1902" style="border: 1px solid black; padding: 5px;"> <p>Key Threads: Society: Greeks: Development of Athenian Government and democracy. Ancient Greece organised into smaller city States who were often in conflict. ASs/Vikings: Viking and Anglo Saxon territories were not united: had their own Kings, small armies; laws and means of keeping order e.g. local government, taxes, weregild and oath for order. Anglo Saxons had Cynings (Kings/ War Chiefs), Thanes, Kingdom Kings etc. Vikings had a Succession of Kings. Anglo Saxon daily life/craftsman e.g. fisher, glass blower, weaver, clothing;</p> </div>	

			<p>People: King Harold, William the Conqueror)</p>	<p>Viking e.g. keen explorers, traders, boat makers etc</p> <p>Culture: Greeks: Art and sculpture, Olympics, Theatre, Believed in multiple Greek Gods and Mythology AS: Anglo Saxons believed in multiple Gods (they were Pagans) before conversion to Christianty</p> <p>Power and conflict: Greeks: Conflict between different states i.e. the Peloponnesian War. invasion of territories via sea warfare; use of armies and navy. Foot armies were heavily armored and highly disciplined. AS/Vikings: Anglo Saxons (the Angles, Saxons and Jutes) invaded a vulnerable Britain for farming/homes. Expansion of AS kingdoms followed by claiming land and creating settlements. Viking raids/invasions followed and they took control of many Anglo Saxon territories throughout a succession of battles. Final Viking invasion; Battle of Hastings signaling beginning of Norman period</p> <p>Settlement: ASs: Organisation of Anglo Saxon Settlements and homes close to food and natural sources, ; use of wood and straw for building e.g. archeological remains from West Stow</p>
<p>Vocabula ry</p>	<p>Revisit vocabulary introduced in Years 3 and 4 and introduce: Bias Conflicting Interpret Interpretation consequence</p>	<p>Consolidate and use vocabulary introduced in Years 3 and 4 to develop knowledge of and describe the period of History they are studying as well as make connections and links to other eras at Local, World, and British level</p>	<p>Revisit vocabulary introduced in Years 3 and 4 and introduce: Culture Science Arts Justice Laws Language Philosophy Influence</p>	<p>Revisit vocabulary introduced in Years 3 and 4 and introduce:</p> <p>Society: Democracy dictatorship Parliament Nation(s) Structure States Reign Exploration</p> <p>Culture: Use vocab introduced for 'Culture' in Yrs 3 and 4 in context of period studied.</p> <p>Power: Civil War</p> <p>Settlement; Use vocab introduced for 'settlement' in Yrs 3 and 4in context of period studied.</p>

Year 6

[DCoEJA Timeline](#)

[KS2 Timeline](#)

[Mr T does History Timeline](#)

[Benin Kingdom](#)

[Battle of Hastings Podcast Link.](#)

	<p>Present: Construct informed responses (including answering a question in writing) that involve thoughtful selection and organisation of relevant historical information.</p> <p>Reference sources of evidence.</p>			<p><i>crimes, judicial systems . Changes to laws, prison system, transportation, public execution, corporal punishment etc</i></p> <p>Cultural: <i>Benin: Achievement in Art e.g. Benin Bronzes and what this depicted. People were animists (believed objects have souls and spirits)</i></p> <p>Power and conflict: <i>Benin: The Rise/'Golden Era' of Benin - established trade routes; Benin Bronzes, securing new territories. All men served as soldiers for the Obas. Concurrently, the British Empire was expanding and becoming powerful. The Impact of British Empire around the world; exploitation of developing countries by the Western World (e.g. colonisation) contributed to the fall of Benin Kingdom. Abolition of slavery, other countries developing products/ colonisation, unrest/civil wars also contributed to the fall of Benin Kingdom.</i></p> <p>Settlement: <i>Benin: e.g. Kingdom grew along River Niger in fertile lands/rainforests, close to the Western Coast of Africa . This Geographical location led to trade routes with Europe.</i></p>
<p>Vocabulary</p>	<p>Revisit vocabulary introduced in Years 3, 4 and 5 and introduce: Validity reference</p>	<p>Demonstrate a chronologically secure knowledge (including any interactions, links or connections) at Local, British and World History level using the full range of vocabulary introduced in Years 3-5</p>	<p>Revisit vocabulary introduced in Years 3, 4 and 5 and introduce: Equality Morality Retelling history Ownership Fairness Proportionate</p>	<p>Revisit vocabulary introduced in Years 3, 4 and 5 and introduce:</p> <p>Society: Diversity Exploration Crime Punishment Political Prejudice Treason Rights Peasantry Transportation</p> <p>Culture: Ceremonies Cultural Ideologies</p> <p>Power Rise and fall Power</p>

Colony
Colonisation
Exploitation
Settlement

Use vocab introduced for 'settlement' in Yrs 3 and 4 in context of period studied.

Purpose of study

A high-quality history education will help pupils gain a **coherent knowledge and understanding of Britain's past and that of the wider world**. It should inspire pupils' curiosity to know more about the past. Teaching should **equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement**. History **helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups**, as well as their **own identity and the challenges of their time**.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of **these islands** as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the **wider world**: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of **abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand **historical concepts** such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of **historical enquiry**, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

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**

Examples (non-statutory)

This could include:

- **late Neolithic hunter-gatherers and early farmers, for example, Skara Brae – Y3**

- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- **The Roman Empire and its impact on Britain – Y4**

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Y5**

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- **A local history study – Y3**

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Y6**

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- **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 – Y4
- **Ancient Greece – a study of Greek life and achievements and their influence on the western world – Y5**
- **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 – Y6**