

Term: Summer Term	Subject: History	
NC Objectives	Key knowledge	Vocabulary
EYFS - Subject: Understanding the World		
EYFS <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> To know that for different reasons, such as, the jobs people do, where they live, their religion and the objects they have eg, computers, people’s lives are different today from how they were in the past. 	<ul style="list-style-type: none"> past, present, job, religion, objects eg, computers, books, television, phones
Year 1 - Topic Title: Where we Live		
Year 1 <ul style="list-style-type: none"> Local History - significant historical events, people and places in their own locality. <p>Bridgwater Fair</p> <p>AIM</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To know that a fair is held in Bridgwater every year. To know when the fair began. To know why we have a fair in Bridgwater. To know how the fair has changed over time: for trade, entertainment. To know that the fair used mainly for trade; where sheep and ponies were sold. To know what happens at the fair today. To compare the fair from the past and today. To understand the importance of the fair in the past and today in the community. To know who visited and enjoyed the fair in the past. To know the entertainment that was performed at the fair. To know the importance of the fair to the people of Bridgwater. 	<p>fair, local, past, present, today, St Matthews field, trade, entertainment/ entertain, community, people, pleasure, compare</p> <p>source, information, discover, enquire, questions</p>

Year 2- Topic Title: Our Natural World		
<p>Year 2 Lives of significant individuals in the past who have contributed to national and international achievements. Compare two individuals – ice explorer focus- Shackleton and Norgay.</p> <p>AIM</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> • To know what an explorer is. • To know who Ernest Shackleton, Tenzing Norgay was. • To know key facts about the life of Shackleton,Norgay. • To know where Shackleton, Tenzing explored and how he did it. • To know the geographical details of the expedition. • To know the challenges, they faced in doing this. To know when this happened in history; to place on a timeline. • To know how Shackleton, Norgay prepared for their expedition. • To know the climate in Antarctica/ Mount Everest. • To understand why this was such a big achievement. • To know who explored first in history and how this differed from the second explorer. 	<p>Ernest Shackleton, explorer, polar regions, Antarctica, timeline, expedition, challenge, achievement, Mount Everest, climate, land, history</p>
Year 3 - Topic Title: Rotten Romans		
<p>Year 3 <u>The Roman Empire -</u></p> <ul style="list-style-type: none"> • Establish clear narratives within and across the periods of study. 	<ul style="list-style-type: none"> • To understand how The Roman Empire impacted on Britain • To know about Julius Caesar and Caesar’s attempted invasion in 55-54 BC • To know about the Roman Empire by AD 42 and the power of its army • To know about the successful invasion by Claudius and conquest, including Hadrian’s Wall 	<p>Romans, Rome, Italy, Roman Empire, Christians, Christianity, Julius Caesar, invasion, army, conquest, Hadrian’s wall, Boudicca, Romanisation, culture, beliefs, soldiers, legion, weapon, toga, baths, villa, amphitheatre, barbarian, Colosseum, gladiator, sword, shield.</p>

	<ul style="list-style-type: none"> To know about Boudica To know about the 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. 	
Year 4 - Topic Title: Walk Like an Egyptian		
Year 4 <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Understand what was important to the Ancient Egyptians. Use pictures to find out information about ancient Egyptian life, including hieroglyphics. Explain why the River Nile was essential for their survival. Explain ancient Egyptian death rights (mummification). Compare ancient Egyptian life to modern life. Retell the key events of the Tutankhamun and Pyramids/ sphinx story. 	Ancient Egyptians, hieroglyphics, River Nile, mummification, Tutankhamun, Pyramids, Sphinx.
Year 5 - Topic Title: Ancient Greece		
Year 5 <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives. Describe the nature of ancient civilisations including the expansion of empires, the characteristics of past societies and their impact on the western world. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. 	<ul style="list-style-type: none"> Know where and when the Ancient Greek civilisation existed and order key events on a timeline. Know some of the significant events from the history of Ancient Greece including the first Olympic Games and the beginnings of democracy. Know how the Greek Empire was established and maintained and its impact on the wider world. 	Ancient Greek civilisation, Olympic Games, democracy, Greek Empire, Gods and Goddesses, Zeus, Athena, Apollo, Aphrodite, Artemis, Mount Olympus, archaeologists, artefacts, the Minotaur, Pandora's Box, Trojan War.

<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. 	<ul style="list-style-type: none"> • Know the key religious beliefs of the Ancient Greek people and know some of the Gods and Goddesses they worshipped including: Zeus, Athena, Apollo, Aphrodite, Artemis, (who lived on Mount Olympus). • Know that archaeologists can find out more about Ancient Greek life by studying artefacts. • Know and understand some Ancient Greek Myths: the Minotaur, Pandora's Box. • Know the main events of the Trojan War. 	
<p>Year 6 History Not Taught This Term</p>		