

Robin Hood Primary History Root and Branch Curriculum Plan



Foundation 1:

Communication and Language:

- Will **listen** and **respond** to conversations with relevant questions during whole class discussions and small group interactions

Understanding the world:

- Beginning to **make sense** of their own life.
- **Describe** immediate environment

Projects: Begin to make sense of own life

Foundation 2:

Communication and Language:

- Will **listen, discuss and respond** to conversations with relevant questions (e.g Toys from the past)
- **Hold conversations** with peers and adults using recently **discussed vocabulary**
- **Make comments** about what they have heard and **ask questions** to clarify their understanding
- **Express their understanding** using past, present and future tense

Understanding the world

- **Talk** about their world and the people around them
- **Similarities** and **differences** between past and now

Projects:

- People who help us
- Toys from the past

Key Stage	Root Skills	Branch Knowledge (Statutory Guidance as per DfE Curriculum 2014)	Leaf Knowledge (Specific Details of Learning) Language highlighted in red is non-negotiable language which must be displayed and understood	What progress looks like *new skills that are introduced specific to year group are listed, chn will continue to work on previous year groups' skill set too
1	1. Develop an awareness of the past. 2. Use common words and phrases relating to the passing of time. 3. Know where people and places they study fit into a chronological framework. 4. Identify similarities and differences between ways of life in different periods. 5. Use a wide vocabulary of everyday historical terms. 6. Ask and answer questions.	<u>Year 1</u> Amazing People: Lives of Significant Individuals in the Past and present, who have contributed to Local, National and International Achievements (some used to compare aspects of life within different periods).	To identify the school and homes geographically. To know how events and people in their lives fit into a chronological order . To consider how national life has changed in their lives due to a national event or person (eg. the Olympics, World Cup, Windrush generation).	Chn begin to consider the lives of people who they do not know personally Chn think about how opinions can change the way something or someone is viewed (foundations for working with different interpretations) Introduction to 'Empire, Power and Culture'

	7. Choose and use parts of stories and other sources to show they understand key features of events. 8. Understand some of the ways in which we find out about the past. 9. Identify different ways in which the past is represented.	?The History of Nottingham: Significant Historical Events, People and Places in their Own Locality/ Changes within Living Memory, Where Appropriate to Reveal Aspects of Change in National Life? 	To identify Nottingham and features in Nottingham geographically. To identify similarities and differences between now and children's' lives at the turn of the last century (approx 100 years ago). To learn about the history and significance of The Nottingham Castle and the lace trade in Nottingham To know the details, different interpretations and the effect of the story of Robin Hood on Nottingham. To know the importance and effect of significant individuals and companies on Nottingham; eg. Raleigh Bikes, Boots and Jesse Boot, King Charles I and Bestwood Lodge.	Apply context of a period of time to why certain members of history were treated differently
		<u>Year 2</u> The Great Fire: Events Beyond Living Memory that are significant Nationally or Globally.  Mary and Florence: Lives of Significant Individuals in the Past who have Contributed to National and International Achievements (some used to compare aspects of life within different periods).  	To locate London and Pudding Lane geographically. To place the events of the great fire of London in a chronological order. To investigate why and how the fire caused so much damage, and to consider whether a fire would cause as much damage today. To learn about the features of the time through the diary of Samuel Pepys, contrasting with life now. To identify how we can learn from the past. To locate the Crimean War Geographically. To place the lives of Florence Nightingale and Mary Seacole in a chronology. To know about life during the time of the Crimean War and compare that with life now (particularly healthcare). To compare and contrast the impact made by both Florence and Mary to healthcare now. To identify how and why Florence and Mary have been represented in different ways over time.	Chn encouraged to use the concept they have of themselves and those in their immediate family and social circle and apply it to understanding about people's lives throughout history who they have not met. To begin to discuss events based on historical facts To begin to use a variety of sources to inform their understanding
2	1. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. 2. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. 3. Regularly address and sometimes devise historically valid questions about change cause, similarity and difference, and significance. 4. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	<u>Year 3</u> The Flintstones: Changes in Britain from the Stone Age to the Iron Age  The Roman Empire: The Roman Empire and its Impact on Britain	To locate Britain and significant areas of Britain geographically. To place the Stone Age and Iron Age in a chronology. To consider how we know about history from long ago – eg archaeology and existing structures (Stonehenge). Use a variety of sources to form an opinion. To learn about and compare the features of life in this period; eg homes, tools, family groups, cave art (Cresswell Crag). To consider the local and lasting impact the Stone Age to Iron age had.	To be aware that using a variety of sources to understand the past is how historians and archaeologists work. To build their own opinion based on facts that are presented to them To consider chronology in their Year 3 topic areas, but also compare with Year 2 learning. To return to the concept of studying what is familiar to them (like in Year 1 and EYFS studying people in their family), but apply it to local history and locations and how it has

	5. Understand how that our knowledge of the past is constructed from a range of sources.	 To understand how the materials used by people in the Stone Age changed over time and the effect this had. To locate Britain and the Roman Empire geographically. To place the Roman Empire and the invasion of Britain in a chronology. To consider how we know about history from long ago – eg archaeology (The Hallaton Hoard) and existing structures (Hadrian's Wall). Use a variety of sources to form an opinion. To learn about the features of Roman society; eg dress, gladiators, homes, baths, technology, farming, soldiers and wars. To learn about the significance of Julius Caesar and Boudicca. To learn about the features of British society; eg homes, technology, dress etc. To compare and contrast these with Roman society. To investigate why the Romans invaded Britain. To consider the lasting effects and impact of the Roman invasion.		changed over time – 'if I lived back then, this is what my life would be like' To continue to look at significant people in the past To consider what history we still see around us Will understand what 'Empire, Power and Culture' mean
		<u>Year 4</u> The Anglo-Saxons: Britain's Settlement by Anglo-Saxons and Scots  The Vikings: The Viking and Anglo-Saxon Struggle for the Kingdom of England to the Time of Edward the Confessor 	To locate Britain, the Anglo-Saxons and the Scots geographically. To place the settlement of Britain by Anglo-Saxons and Scots in a chronology. To consider why the Anglo-Saxons and Scots chose to settle in Britain. To learn about the features of British society; eg homes, technology, dress religion, etc. To compare and contrast these with settling societies. What lasting effects were there from the settlement of Britain by the Anglo-Saxons and Scots (eg structures, place names). To locate Britain and the Vikings geographically. To place the settlement of Britain by Vikings in a chronology. To consider why the Vikings chose to invade and settle in Britain. To understand how Vikings travelled. To learn about the features of British society; eg homes, technology, dress religion, etc. To compare and contrast these with Viking society. What lasting effects were there from the settlement of Britain by the Vikings.	To begin to consider how sources can inform our understanding of a period of time and how 'useful' they may be – what does Beowulf tell us compared to an artefact from the time? Continue to place periods of time that they have studied chronologically and give reasons for how they know they are in that order – e.g knowledge of the advancements in urban living from London in 1600s(Year 2) to Anglo Saxon living (Year 4) Robin Hood Information in Year 1 compared to now Begin to answer more complex questions related to ethics of invasion using key terms Begin to build sense of empathy Can answer questions based on history topic using key concepts 'Empire, Power, Culture' correctly

		History of Nottingham: Local History Study (Key events in Nottingham's History - Luddites, Civil War, Robin Hood, Castle)	To locate areas in Nottingham where key events took place To compare and contrast events based on areas such as importance to Nottingham's History To consider lasting effects of events To place events chronologically	
	<u>Year 5</u> History of Africa with focus on Mansa Musa /Benin: a non-European society that provides contrasts with British history and Ancient Civilisation  Ancient Greece 	To learn the features of African history pre and post European invasion. To place significant events and people in Africa's History in chronological order e.g Nelson Mandela, Mansa Musa, kingdom of Benin To debate whether aspects of Africa's history were fair or unfair. To begin to form a view on why history of Africa has been reported in a certain way e.g bias towards European invaders. To comment on changes over time in African history. To compare the life of Mansa Musa with today's Westernised view of African society. To locate Ancient Greece geographically. To place the main events in ancient Greece in a chronology. To consider how we know about history from long ago – eg archaeology and existing structures (Parthenon etc). To learn about the features of Ancient Greek society; eg dress, astronomy, homes, technology, farming, soldiers, legends and wars. To learn about the significance of Greek philosophers (Plato and Socrates) and Alexander the Great. To consider the lasting effects and impact of the Ancient Greeks. To appreciate the obstacles, we have when studying Ancient civilisation. To use a variety of sources to form an opinion.	Be able to answer questions based on 'big' concepts like race and identity using their knowledge of history as case studies to back up their ideas Begin to identify their own choice of sources to use when they answer a historical based question – they select which sources they view as most 'relevant' Chn debate using informed opinions Consider why modern day views on a period of history has been warped by our perception of a place or person Consider how historians and archaeologists may have to overcome challenges with source material when studying Ancient history Can accurately use 'Empire, Power and Culture' in debate and discussion without being prompted	
	<u>Year 6</u> Second World War: A Study of an Aspect or Theme in British History that Extends Pupils' Chronological Knowledge Beyond 1066 	To place the main events of Second World War in a chronology with other aspects of history they have learnt in school.	Discussions based on how people from different periods of history would view the past and how it was studied e.g Howard Carter's archaeology dig in King Tut's tomb and how it would be different now	

Ancient Egypt: The Achievements of the Earliest Civilisations



To consider how we know about history – eg **written sources, photos, artefacts, oral history and architecture.**

To consider and understand **bias and propaganda.**

To learn about the **features** and events of Second World War and compare these events with others happening at the time – e.g Germany, Britain, America and Japan’s experiences of the war and how they **compare.**

To learn about the **significance** of it being a WORLD war and what this means e.g not just the ‘west’ fighting.

To consider the **lasting effects and impact** the Second World War

To understand the **local impact** the war had as well as the **international.**

To **appreciate** and **sympathise** with the struggle of war then and now.

To locate **Ancient Egypt** geographically.

To place the **main events** of Ancient Egypt in a **chronology.**

To consider how we know about history from long ago – eg **archaeology and existing structures** (pyramids, sphinx, tombs etc).

To appreciate the **obstacles** we have when studying Ancient civilisation.

To use a **variety of sources** to form an opinion.

To learn about the **features** of **Ancient Egyptian society**; eg dress, writing, astronomy, homes, technology, farming, soldiers, legends and wars.

To learn about the **significance** of Tutankhamun and Cleopatra.

To consider the **lasting effects and impact** of the Ancient Egyptians.

Applying what they have learnt about history to **modern day and the future** – e.g Kinderstransport and immigration now and in the future

Be able to answer questions based on ‘big’ concepts like race and identity using their knowledge of history as **case studies** to back up their ideas

Focus **on propaganda and its purpose** and how this can be useful to historians when studying the past