



Marlborough St Mary's subject 'at a glance' overview

Subject: History

Subject Leader: Sharon Pawlaczek

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	<p><u>My History</u></p> <p>Children will know about their own life story and how they have changed through looking at the photographs and talking about their families.</p> <p>Children will be able to organise events using basic chronology (birth – start of the school).</p>	<p><u>Past and Present</u></p> <p>Children will comment on images of familiar situations from the past eg. stories, artefacts and accounts from the past (visit to residential care home).</p> <p>Children will talk about immediate members of their family and community.</p> <p>Children will comment on images of familiar situations from the past.</p>	<p><u>Our Community</u></p> <p>Children will talk about their immediate family and community.</p> <p>Children will be able to name and describe people who are familiar to them.</p>	<p><u>World Around us Now and Then</u></p> <p>Children will know similarities and differences about past and present eg. homes and schools.</p> <p>Children will be able to identify key features of homes and differences between them in the past and present. (artefacts, castles, Jack and the beanstalk).</p>	<p><u>Stories</u></p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Children will know about story characters from the past.</p> <p>Children will draw out common themes from traditional stories.</p>	<p><u>My History</u></p> <p>Children will look back at the beginning of Reception year and see how they have changed.</p>
Key Vocab	Past, future, birthday, celebrate, grow, change. today, yesterday, before I was born.	Past, age, old, grow, then, now, when, old, new.	Family, mum, dad, grandparents, a long. time ago, Jesus, birth, death.	Picture, photograph, very old, materials, windows, doors, shelter.	Story, rhyme.	Change, then, now, past, present.



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1	<p>Great Fire of London</p> <p><u>Chronological occurrence –</u> To know when and where the Great Fire of London happened.</p> <p>To know when and where the Great Fire of Marlborough happened.</p> <p>To explain the reasons why the fire spread so quickly and what was done to put the fire out.</p> <p>To know who Samuel Pepys was and what can we learn from him.</p> <p>To compare the Great Fire of London and the Great Fire of Marlborough.</p>		<p>Nurturing Nurses - Florence Nightingale, Mary Seacole, Edith Cavell.</p> <p><u>Chronological occurrence –</u> To know where and when the Crimean War occurred.</p> <p>To explain what makes a person significant.</p> <p>To know who Florence Nightingale, Edith Cavell and Mary Seacole were.</p> <p>To know how the 3 nurses helped to improve the standard of nursing and hospitals.</p>		<p>Houses and homes: Now and then – Marlborough.</p> <p><u>Chronological occurrence –</u> To look at Marlborough over the past 100 years.</p> <p>To identify different types of houses.</p> <p>To look at homes in Marlborough from 100 years ago.</p> <p>To compare features of inside the home from now and then.</p> <p>To look at homes of the present and compare them with the past.</p>	
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			To compare the nurses and their contributions to nursing.			
Key Vocab	Fire, eyewitness, Samuel Pepys, Great Fire of London, Pudding Lane, compare.		Significant, Crimean War, Nurse, Florence Nightingale, Mary Seacole, Edith Cavell, similarities, differences.		Now, Then, Past present, compare, houses, features, Marlborough, detached, thatched modern, similarities, differences.	
2	<p><u>Antarctic and Arctic Exploration.</u></p> <p>To know who Ernest Shackleton was and place him on an historical timeline.</p> <p>To know what he achieved in his lifetime.</p> <p>To use a timeline to sequence the significant events of the Endurance expedition.</p> <p>To recognise why Shackleton is still remembered today.</p>		<p><u>The British Royal Family.</u></p> <p>To know that England has been ruled by Kings and Queens for many years and place them on a historical timeline.</p> <p>To know who the current monarch is and his life so far.</p> <p>To know the main members of the Royal family.</p>			<p><u>Great Britons.</u></p> <p>To know who Brunel was and when he lived. (including historical timeline)</p> <p>To know what Brunel achieved in his life.</p> <p>To know what boats Brunel built.</p> <p>To know about the bridges that Brunel built.</p>



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	To compare the resources Shackleton had with resources for current explorations.		To know the heir to the throne To know some of the royal residences.			To know about Brunel's contribution to the railway network. To know why and how these innovations were important at the time and why are they still talked about today.
Key Vocab	Antarctica, Expedition, Endurance, Ice caps and Ice field.		Royal family, House of Windsor, Buckingham, Palace and Windsor Castle.			Isambard Kingdom Brunel, Bridges, Railways, SS Great Britain.
3	<u>Stone Age</u> 1: Chronological occurrence - Understand that a timeline can be divided into BC (Before Christ)			<u>Romans</u> 1: Chronological occurrence – to know when the Romans invaded and retreated.		<u>Local History – Marlborough</u> 1: <u>Chronological occurrence</u> – to know dates of major events in



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	<p>and AD (Anno Domini).</p> <p>2: To identify similarities and differences between homes in the Stone Age and now.</p> <p>3: To investigate the diet of Stone Age people.</p> <p>4: To learn about the materials used in the Stone Age to make weapons efficient without modern technology.</p> <p>5: To understand the difference between mesolithic, neolithic and palaeolithic.</p> <p>6: Describe similarities and differences between Stone Age, Bronze Age and Iron Age by using various artefacts.</p>			<p>2: Use a variety of resources to find out about what the Romans wore, ate and how they lived.</p> <p>3: To understand the lasting impact the Romans had on Britain and why they built roads.</p> <p>4; To be able to discuss the lives of significant individuals in the past eg: Emperors and Boudicca.</p> <p>5: To understand the impact after the devastation of Mount Vesuvius erupting and burying Pompeii.</p>		<p>our local community.</p> <p>2: <u>A study over time</u> - to understand how significant The Great Fire of Marlborough was in the history of the town.</p> <p>3: To learn the history behind St Peter's church and King John's link to Marlborough.</p> <p>4: To learn about historical events and people within Marlborough.</p> <p>5: To know the significance that Savernake Forest played in WW2.</p> <p>6: Life in Marlborough <u>then and now.</u></p>
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Key Vocab	Chronological, mesolithic, neolithic, palaeolithic, stone, iron and bronze.			Chronological, infrastructure, significant, eruption and invaded.		Chronological, significant, community and local.
4		<p><u>Let there be Light</u></p> <p>To ask questions about life before electricity. (changes and causes).</p> <p>To make comparisons about everyday activities before and after the invention of electricity.</p> <p>To place the key ideas and events of electricity on a timeline.</p>	<p><u>Raiders and Traders</u></p> <p>To place the key dates of the Anglo-Saxon period on a timeline.</p> <p>To know where the Anglo-Saxons came from.</p> <p>To understand village life in Anglo-Saxon times. To discuss the changes in religion from Pagan to Christianity.</p> <p>To understand that the death of Edward the Confessor led to</p>		<p><u>Its All Greek to me!</u></p> <p>To place Ancient Greece on a timeline alongside other familiar periods.</p> <p>To understand the influence on Ancient Greeks on the modern world.</p> <p>To understand the religious practises of the Ancient Greeks. To understand the value placed on war and warriors. To understand the social hierarchy in Ancient Greek period.</p>	



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			the Battle of Hastings in 1066.			
Key Vocab		Invention, timeline, Thomas Edison, filament lamp, Michael Faraday, Benjamin Franklin.	Invaders, Jutes, Saxons, Angles Pagans, Christianity, settlers, wattle and daub.		Worship, Gods, Goddesses, myth, philosophy, Socrates, democracy, Olympics, city state, Sparta, Parthenon.	
5	<u>Vikings</u> Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor To use dates to order and place events on a timeline. (Chronological understanding) To understand why the Vikings invaded Britain To understand the impact on Britain –				<u>Mayans</u> To use dates to order and place events on a timeline. (Chronological understanding) To complete a non-European study on the Mayans. To know the impact of the Mayans and their inventions. To recognise religious diversity	<u>Tudors</u> To use dates to order and place events on a timeline. (Chronological understanding) To understand the origin of the Tudor dynasty. To understand the importance of the link to Christianity in Tudor times. To use a variety of primary and



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	<p>understanding the events of people changes.</p> <p>To understand how Britons responded to the invasions.</p>				<p>of the Mayan society.</p> <p>To investigate Mayan architecture using different sources.</p> <p>To understand the roles in Mayan society.</p>	<p>secondary sources to research.</p> <p>To research a historical figure.</p>
Key Vocab	<p>Long ship, invasion, Lindisfarne, settlement, Scandinavia, Odin, Thor, Loki, Frejya, Round house</p>				<p>Chocolate, Chichen Itza, cacao, glyphs, Kukulcan, pyramid, sacrifice, quetzal</p>	<p>Church of England, Protestant, Roman Catholic, beheading, divorce, monarch, execution, reign, treason, heir, Scold's Bridle, Battle of Bosworth</p>
6	<p><u>World War 2</u></p> <p>1. To place WW2 chronologically onto a timeline.</p> <p>2. To understand how the War started.</p>	<p><u>World War 2 continued.</u></p> <p>1. To use a range of resources to collect evidence about the past.</p>			<p><u>Egyptians</u></p> <p>1. To place the Ancient Egyptian period chronologically onto a timeline.</p>	

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	<p>3. Use documents, printed sources (e.g. archive materials) to collect evidence about the past - REME Museum Visit.</p> <p>4. To Use documents, printed sources (e.g. archive materials) the internet and pictures to collect evidence about the past - Evacuation Day.</p> <p>5. To explain how the Blitz started.</p> <p>6. To communicate ideas about the past. - Activities include Poster for Land Army, Evacuation Day and diary of an evacuee.</p>	<p>2. To know how the War ended and explain its significance.</p> <p>3. To Identify and compare changes within and across different periods.</p> <p>4. To Describe how some of the things studied from the past affect/influence life today.</p> <p>5. To Use documents, printed sources (e.g. archive materials) the internet and pictures to collect evidence about the past – Land Army posters.</p>			<p>2. To know the importance of the river Nile on the civilisation of Ancient Egypt.</p> <p>3. To identify the features of an Egyptian God or Goddess using artefacts and images.</p> <p>4. To know about key architectural features in the structures of Ancient Egypt.</p> <p>5. To research Egyptian rituals (e.g. burial and mummification) using primary and secondary sources.</p>	
Key Vocab	<p>Blitz</p> <p>Nazi</p> <p>Evacuation</p> <p>Zepplin</p>	<p>Rations</p> <p>Home front</p> <p>Air-raid shelter</p> <p>Gas mask</p>			<p>Mummification</p> <p>Pyramid</p> <p>After-life</p> <p>Hieroglyphics</p>	



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	Neville Chamberlain Spitfire	Ypres Allies			River Nile Tomb Sarcophagus Embalming Pharaoh	
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Key objectives are assessed at the end of each term.

Key objectives can be assessed in a number of ways including: Mind maps, brain storms, low-stakes quizzes and pupil voice

Subject leaders will quality assure these judgements in term 6 by pupil voice, testing knowledge of the Key Objectives from the whole year

Subject leaders will also moderate judgements at one other point in the year.

For History, this moderation takes place in Term 3.