



## Manland Primary School-History Curriculum Intent



### **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.



## Manland Primary School-History Curriculum Intent



<b>Reception</b>	<p><b>Early Learning Goals that link to History:</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Learn about families – children, parents, grandparents – and relate to the passing of time</li> <li>• Learn that some events happened a long time ago</li> <li>• Learn vocabulary that helps them to talk about the past, present and future</li> <li>• Listen to stories that are set in the past.</li> <li>• Make comparisons between some things in the past and now.</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Things have changed since their parents were babies</li> <li>• When their parents were babies, they didn't have the same technology we have now</li> <li>• That some animals lived a long time ago and no longer exist</li> </ul> <p><b>Key Vocab:</b> A long time ago, old, new, before, then, after, yesterday, tomorrow, last year, last week, past, present.</p>
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<b>Year 1</b>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: Toys, old and new.</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• The materials that toys have been made from have changed and why.</li> <li>• The types of toys that their parents and grandparents used to play with.</li> <li>• Some of the ways that toys are different today than in the past, and some of the similarities.</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: Explorers: Christopher Columbus &amp; Neil Armstrong</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• Who Christopher Columbus was and when he lived.</li> <li>• About Christopher Columbus' Journey and discovery.</li> <li>• How Christopher Columbus' discovery changed the world.</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality: de Havilland &amp; Flight</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• What early planes looked like and how they flew.</li> <li>• When the first aeroplane flights took place.</li> <li>• About the de Havilland Aircraft Company.</li> <li>• About 3 important planes made by the de Havilland Company: The Moth, The Mosquito and The Comet</li> </ul>



## Manland Primary School-History Curriculum Intent



	<ul style="list-style-type: none"> <li>Some of the ways that their life differs from that of their parents and grandparents.</li> </ul> <p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? How long ago?</li> <li>Use artefacts, pictures, and stories to find out about the past.</li> <li>Use words and phrases such as: recently, when my parents/carers were children to describe the passing of time.</li> <li>Recount changes that have occurred in their own lives.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Change, invention, develop, past, present, timeline, long ago, recent, life-time, decade.</p>	<ul style="list-style-type: none"> <li>Who Neil Armstrong was and why he is celebrated</li> <li>About the first moon landing and the impact this had on the world</li> <li>Some similarities and differences between the achievements of both explorers and some of the ways the world was different for each.</li> </ul> <p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Use words and phrases such as: a decades and centuries to describe the passing of time.</li> <li>Describe historical events.</li> <li>Use dates where appropriate.</li> <li>Compare aspects of life in different periods.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Past, similar, different, explorer, century, compare, achievement, decade, timeline, historian, important.</p>	<ul style="list-style-type: none"> <li>About some ways that flight has developed and how it has changed people's lives.</li> </ul> <p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Use words and phrases such as: a decades and centuries to describe the passing of time.</li> <li>Describe change over time</li> <li>Place events on a time line.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Flight, transport, inventor, change, timeline, significant, achievement, decade, century, commercial</p> <p><b><u>TRIP: de Havilland Aircraft Museum</u></b></p>
<p style="text-align: center;"><b>Year 2</b></p>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally: The Great fire of London.</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>When the Great fire of London happened.</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: Communication: Then and Now</p> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>About early writing systems and how they differed from modern methods</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: Monarchs: Elizabeth I, Queen Victoria &amp; Elizabeth II</p> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>What a monarch is and how they lived</li> </ul>



## Manland Primary School-History Curriculum Intent



- Why the fire is referred to as “Great” and why it was significant historical event.
- Why the fire spread so quickly and widely, and how it was extinguished.
- The impact of the fire, including death toll (6), collateral damage, and how London changed as a result of the fire.
- About some key people related to this event (Samuel Pepys, Thomas Farriner, Robert Hubert & King Charles II.)

### **Pupils will learn to:**

- Describe historical events.
- Place events in order on a time line.
- Use artefacts, pictures and stories to find out about the past.
- Use words and phrases such as: a decades and centuries to describe the passing of time.
- Observe or handle evidence to ask questions and find answers to questions about the past.
- Recognise that there are reasons why people in the past acted as they did.

### **Key Historical vocabulary**

Diary, eye-witness, fire-hooks, fire-break, significance, impact, century, decade, timeline.

- Who William Caxton was and about his the first printing presses in Britain
- About Morse code and telegrams
- Who Alexander Graham Bell was, what early telephones were like and how they have developed over time.
- Who Tim-Berners-Lee is and about the invention of the internet.

### **Pupils will learn to:**

- Place events and artefacts in order on a time line.
- Compare aspects of life in different periods.
- Recount changes that have occurred in their own lives.
- Use artefacts, pictures, stories, and online sources to find out about the past.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and to describe the passing of time.

### **Key Historical vocabulary**

Printing press, telegraph, Morse code, telegrams, obsolete, develop, change, World Wide Web, century, decade, timeline.

- About 3 important monarchs: Elizabeth I, Queen Victoria & Elizabeth II
- About some aspects of life in Elizabethan and Victorian times.
- About some ways that life has changed over time
- About some ways the role of the monarch has changed.

### **Pupils will learn to:**

- Show an understanding of the concept of nation and a nation’s history.
- Describe significant people from the past.
- Use words and phrases such as: a decades and centuries to describe the passing of time.
- Place events and artefacts in order on a time line.
- Compare aspects of life in different periods.

### **Key Historical vocabulary**

Queen, monarch, reign, Elizabethan, Victorian, Tudor, royal, reign, century, decade, period, nation, timeline, significance.



## Manland Primary School-History Curriculum Intent



	<b>TRIP: Museum of London</b>		
<b>Year 3</b>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>The names of 5 periods of ancient history (Palaeolithic Period, Neolithic Period, Mesolithic Period, Bronze Age, Iron Age)</li> <li>Some key developments in human civilisation e.g. a move from a nomadic existence to settlements</li> <li>About some key historic land marks (Stone Henge, Skara Brae, Maiden Castle) and about how these provide evidence for historical claims about the past</li> <li>That the earliest evidence of life in Britain is roughly 800,000 years ago.</li> </ul> <p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use appropriate historical vocabulary to communicate.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>When and where ancient Egyptian society existed.</li> <li>About pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls</li> <li>How we are able to understand hieroglyphic writing through the discovery of the Rosetta stone.</li> <li>The importance of the river Nile in in Ancient Egyptian culture and society.</li> <li>How ancient Egyptian society was organised, and the importance of the pharaohs</li> <li>The polytheistic nature of ancient Egyptian religious beliefs and the names and importance of some gods.</li> </ul> <p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain.</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>The extent of the Roman Empire and the time of its rule.</li> <li>The dates of the Roman invasions into Britain and why they came.</li> <li>Know about the Celtic rebellion under the leadership of Boudicca</li> <li>When the Romans began to settle in Britain and how the country changed because of this.</li> <li>The lasting impact of the Roman settlement in Britain</li> </ul> <p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <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 and 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>



## Manland Primary School-History Curriculum Intent



	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past.</li> <li>Give a broad overview of life in Britain in ancient times.</li> <li>Place events, artefacts and historical figures on a time line using dates.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> BCE, CE, Agriculture, Hillfort, Hunter-gatherer, Nomadic, Roundhouse, Settlement, tribe, century, society, era, historian, Change</p>	<ul style="list-style-type: none"> <li>About the evidence historians use to make claims about this period in time:</li> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> BCE, CE, hieroglyphs, pharaoh, papyrus, pyramid, civilisation, society, evidence, historian, empire, Archaeologist, rite, century, Source, Evidence</p>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Invader, settler, emperor, empire, govern, consequence, civilisation, Archaeologist, Celts, Romans, Boudicca, Icini, BC/ AD, BCE CE</p> <p><b><u>TRIP: Verulamium Museum</u></b></p>
<b>Year 4</b>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots.</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>About the Roman withdrawal from Britain and why the Angles and Saxons Where the Angles and Saxons came from.</li> <li>About important Anglo-Saxon settlement, including Mercia, Wessex and Sussex.</li> <li>Anglo-Saxon culture and daily life.</li> <li>How Christianity was spread during this time</li> <li>About an important Anglo-Saxon archaeological site: Sutton-Hoo.</li> <li>Who the Picts and Scots were.</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history: The Mayan civilization c. AD 900.</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>When and where the Mayan civilisation developed.</li> <li>About Mayan religious belief and the importance of rituals and ceremonies, including blood sacrifices.</li> <li>About how Mayan civilisation was ordered and structured.</li> <li>About Mayan systems of writing and mathematics, including the importance of codices and logograms</li> <li>About the decline of the Mayan civilisation</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>About the 7 Anglo-Saxon kingdoms and the name some of their Kings, Including: Alfred the great, King Ethelred and Edward the Confessor</li> <li>Where the Vikings came from, where they first arrived in Britain and why the invaded</li> <li>How the Vikings changed from invaders to settlers</li> <li>How the rule of Britain changed between AD787 and AD878</li> <li>How peace was made between the Vikings and Anglos-Saxons.</li> </ul>



## Manland Primary School-History Curriculum Intent



	<p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• About how archaeologists know about the past because of sites like this.</li> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Angles, Christianity, missionary, pagan, pict, Saxons, settlement, Pagans, BC/AD, BCE /CE, Cause.</p>	<p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Maya, civilisation, rituals, sacrifice, society, slaves, trade, society, BCE/CE, rite, agriculture, cause</p>	<p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Danelaw, conquer, settler, Valhalla, Danegeld, invader , conversion, pillage, monastery, BC/AD, BCE CE, Monarch, Kingdom, Nation, significance</p>
<p><b>Year 5</b></p>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>• A local history study: Berkhamsted Castle: William the Conqueror and the Norman Invasion.</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• About who William the conqueror was and where he came from</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p><b><u>Pupils will know:</u></b></p>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: The changing power of monarchs William the Conqueror to Queen Victoria.</li> </ul>



# Manland Primary School-History Curriculum Intent



- About his conquest of Britain and his crowning as King
- About what happened at Berkhamsted castle and why it is an important historical site
- About how & why the castle was built and its history
- About different types of castles that would eventually dominate Britain and how they were designed differently.
- About the castle's last inhabitant and how it fell to ruin.

### **Pupils will learn to:**

- Use sources of evidence to deduce information about the past.
- Identify continuity and change in the history of the locality of the school.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Use dates and terms accurately in describing events.

### **Key Historical vocabulary**

Castle age, conquer, invasion, motte and bailey, keep, middle ages, succession, medieval, Monarch, BCE / CE, significance.

**TRIP: Berkhamsted Castle**

- Who the ancient Greeks were and about the time period of the civilisation.
- About how ancient Greek civilisation was organised and about important terms such as democracy, oligarchy, & monarchy
- About Greek religious beliefs including important gods, including Zeus
- Greek culture, including architecture and art
- About significant historical cities/sites, such as Athens

### **Pupils will learn to:**

- Use sources of evidence to deduce information about the past.
- Why Ancient Greece is historically important.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Compare some of the times studied with those of the other areas of interest around the world.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe the social, cultural and religious diversity of past society.

### **Key Historical vocabulary**

Ancient, civilisation, legacy, democracy, primary/secondary source, BCE/CE and BC and

### **Pupils will know:**

- About some important British monarchs, including: William the Conqueror, King John, Henry VIII, Queen Anne and Queen Victoria
- How the power and role of the monarchy has changed over time
- About some significant changes in British constitution, including: the signing of Magna Carta, the establishment of the Church of England, the 1707 Act of union and the creation of GB and the UK, The development of the Empire
- A broad overview of life in Britain from 1066 until the 20<sup>th</sup> century

### **Pupils will learn to:**

- Use sources of evidence to deduce information about the past.
- Identify some similarities and differences between monarchs throughout history.
- Describe the main changes in a period of history (using terms such as: social, religious and political.)
- Identify periods of rapid change in history and contrast them with times of relatively little change.

### **Key Historical vocabulary**

Parliament, act of union, monarch, prime minister, UK, allegiance, protestant, catholic,





## Manland Primary School-History Curriculum Intent



<b>Year 6</b>	<p>AD, philosophy/philosophers, monarchy, oligarchy, culture, significance</p>	<p>empire, succession, accession, reign, rule, govern, taxation, change, continuity.</p>	
	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The British Empire</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• When, why and how Britain's first empire was established in the Americas and Africa.</li> <li>• Why British influence in India, China, and Southeast Asia grew during the early years of the Empire</li> <li>• About the East India trading company and how trade developed.</li> <li>• About the British Raj and what life was like under British rule.</li> <li>• About the legacy and controversies of the British Empire, including the role of the commonwealth.</li> </ul> <p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Analyse a wide range of evidence in order to justify claims about the past.</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization: Benin</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• Where the kingdom of Benin was and about the time period of the civilisation</li> <li>• About how historians have developed their knowledge of Benin</li> <li>• Why the kingdom of Benin is historically significant</li> <li>• Will know about how Benin society was structure and about the trade network of the Benin Empire</li> <li>• About the Golden Age of the Benin Empire</li> <li>• About the decline of the Benin empire and the abolition of slavery</li> </ul> <p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Analyse a wide range of evidence in order to justify claims about the past.</li> </ul>	<p><b><u>National Curriculum Content Area:</u></b></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history: the impact of World War II</li> </ul> <p><b><u>Pupils will know:</u></b></p> <ul style="list-style-type: none"> <li>• When World War II began and when it ended.</li> <li>• Which countries were involved and the names of some world leaders at the time.</li> <li>• About rationing, munitions factories and about life in Britain during the war</li> <li>• The roles of men and women during the war.</li> <li>• Some ways that Britain and the world changed because of the war.</li> </ul> <p><b><u>Pupils will learn to:</u></b></p> <ul style="list-style-type: none"> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>• Understand that no single source of evidence gives the full answer to questions 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> </ul>



# Manland Primary School-History Curriculum Intent



	<ul style="list-style-type: none"> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the main changes in a period of history.</li> <li>• Use appropriate historical vocabulary to explain their understanding.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Colony/colonies, social groups, empire, trade, taxation, exploration, independence, commonwealth, reign, economy, society, culture, cause.</p>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Use appropriate historical vocabulary to explain their understanding.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Slavery, Oba, empire, trade, society, rebellion, merchant, independence, abolition, trade, kingdom, consequence</p>	<ul style="list-style-type: none"> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Use appropriate historical vocabulary to explain their understanding.</li> <li>• Analyse a wide range of evidence in order to justify claims about the past.</li> </ul> <p><b><u>Key Historical vocabulary</u></b> Evidence, impact, empire, cause &amp; consequence, society, economy, impact, parliament, independence, liberation.</p>
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