



# History Curriculum at TEAM Multi Academy Trust



*PLAGUE AND POWER*



# History

## Vision

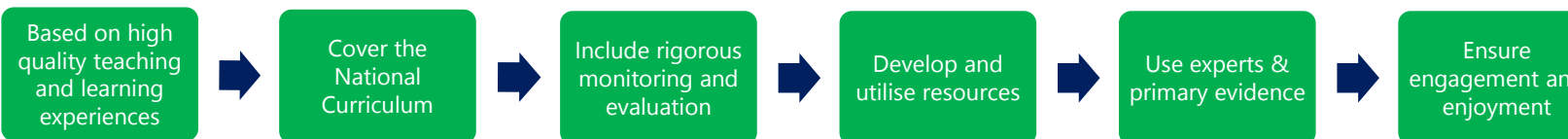
- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

## Intent

Children will:



## Implementation



## Impact

Children will:



## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

## Reviewing Prior Learning: Speak Like an Expert

**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

**Friday sessions**  
Dedicated sessions reviewing the week's learning helping to make connections.

**Format**  
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

**Benefits**  
Students develop strong retention skills, articulate historical knowledge & concepts.

## Chronology Development Through the History Curriculum

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1, 046 BC	1,100 BC -146 BC
Period	<b>Dinosaurs alive in pre-history</b>	<b>Stone, Bronze &amp; Iron Age</b>	<b>Ancient Egypt</b>	<b>Shang Dynasty</b>	<b>Ancient Greece</b>
Event	<b>230 million years ago</b> – Dinosaurs Appear (Triassic) <b>200 million years ago</b> Dominant Land Animals (Jurassic) 66 million years ago – Dinosaur Ext	<b>Stonehenge built</b> (2,500 BC) <b>Skara Brae</b> (c. 3100 BC)	Beginning of <b>First Dynasty</b> (3100 BC) <b>Great Pyramid</b> of Giza built (2,500 BC)	Beginning of the <b>Shang Dynasty</b> (1600 BC) Han Dynasty Expands the <b>Silk Road</b> (206 BC)	The First <b>Olympic Games</b> (776 BC) Birth of <b>Democracy</b> in Athens (507 BC) The Reign of Alexander the Great
Lives	Mary Anning Richard Owen Jack Horner	The Amesbury Archer Cheddar Man The Lindow Man	King Narmer (Menes)/Hatshepsut/ Akhenaten/ Tutankhamun/Ramses II Cleopatra VII,	Fu Hao Qin Shi Huang Confucius	Socrates (c. 470–399 BC) Cleisthenes (570–508 BC) Alexander the Great (356–323 BC)
Encountered in	<b>Y1/2</b>	<b>Y3/4</b>	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y5/6</b>

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	<b>Roman Republic &amp; Empire</b>	<b>Mayan Civilisation</b>	<b>Saxons</b>	<b>Vikings</b>	<b>Norman – Medieval Britain</b>
Event	Rome becomes an <b>empire</b> , (27BC) Romans <b>invade Britain</b> under <b>Emperor Claudius</b> . (43BC) Roman soldiers leave Britain (AD 401-410)	<b>Maya Writing System</b> is Developed (300 BC) The Maya <b>Civilization</b> Reaches Its Peak (250 AD) <b>Mysterious Decline</b> (900 AD)	Battle of Mount Badon(AD 500) Battle of Camlann( AD 537) Battle of Edington (AD 878)	Viking raid on <b>Lindisfarne</b> (AD 793) Vikings capture York (AD 866)	<b>Battle of Hastings</b> (1066)
Lives	Augustus Caesar/Julius Caesar/Emperor Claudius/Boudicca	K'inich Janaab' Pakal Lady Six Sky	King Arthur/ King Alfred/St Bede	Ragnar Lothbrok/ King Guthrum Ivar the Boneless/Leif Erikson	William the Conqueror
Encountered in	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y3/4</b>	<b>Y3/4</b>	<b>Y3/4</b>

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	<b>Medieval Britain</b>	<b>Tudors</b>	<b>Stuarts</b>	<b>Maafa - Atlantic Slave Trade</b>	<b>Industrial Revolution</b>
Event	<b>Black Death</b> (1348) The Peasants' Revolt (1381)	Establishment of CofE (1534) Execution of Anne Boleyn (1536) Death of Henry VIII (1547)	<b>Great Plague</b> (1665) Great Fire of London (1666)	Portugal Begins the <b>Enslavement</b> of Africans (1441) <b>Slavery ends</b> in British Emp(1883)	Crimean War (1853-1856)
Lives	Richard II Edward III	Henry VIII/Anne Boleyn/Thomas Cromwell/Thomas Cranmer	King Charles II Thomas Farriner	John Wesley/William Wilberforce/ Oludah Equiano	George Stephenson/IK Brunel Florence Nightingale
Encountered in	<b>Y5/6</b>	<b>Y5/6</b>	<b>Y1/2</b>	<b>Y5/6</b>	<b>Y5/6</b>

Time	1837 - 1901		1898 - 1926		1914 - 1945		1945 - Present	
Period	Victorians		Heroic Age of Antarctic Exploration		World Wars		Modern Age	
Event	Great Exhibition (1851) Education Act (1870)		Imperial Transantarctic Expedition (1914-1917)		<b>World War 1</b> (1914-1918) <b>World War 2</b> (1939-1945)		The Space Race Moon Landings (1969)	
Lives	Samuel Wilderspin Queen Victoria		Sir Ernest Shackleton RF Scott		Amelia Earhart Queen Elizabeth II		Neil Armstrong	
Encountered in	<b>Y1/2</b>	<b>Y5/6</b>	<b>Y1/2</b>	<b>Y5/6</b>	<b>Y5/6</b>	<b>Y1/2</b>	<b>Y5/6</b>	

# Plague and Power

Subject: History		Year: 5/6		Term: Spring 1	
National Curriculum Aims	<b>Key Objectives:</b> <ul style="list-style-type: none"> <li>know and understand the history of these islands ... how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'parliament'</li> <li>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,</li> <li>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</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history</li> </ul>				
Key Elements	<b>Key Elements:</b> Invasion. Settlement. Rule. Rights				
Key Questions	<b>Six Key questions:</b> Why did the Normans build castles? What was the Feudal System? What was everyday life like in medieval Britain? How did the Black Death effect the country? Why did the Peasants' Revolt take place?				
Curriculum coherence	<b>Building Learning Power - Prior Learning:</b> As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In ' <i>Peasants, Princes &amp; Pestilence</i> ', students build on learning from Y1/2, where they learnt about Castles in ' <i>Towers, Tunnels &amp; Turrets</i> '. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including photographs, maps and documents. Understanding of decisions historians have made in writing histories of the period will also be developed.				
	<b>Building Futures - Future Learning through the project:</b> <ul style="list-style-type: none"> <li><b>Foundational Understanding:</b> Students establish a chronological framework by learning about key historical events <i>from 1066-1381</i> and how these fit into a wider chronology</li> <li><b>Conceptual Development:</b> Students learn about the systems of control in England in the period and how natural and human events impacted and changed society, building on learning in KS1 (<i>Towers, Turrets &amp; Tunnels</i>) and laying the groundwork for more complex historical concepts in KS3.</li> <li><b>Critical Analysis:</b> By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing historical events in KS3.</li> <li><b>Local Context:</b> Exploring how insecurity affected communities local to the school provides students with a tangible connection to history, preparing them to explore local and global historical events in KS3.</li> <li><b>Broader Connections:</b> Students place the <i>Norman invasion and settlement and Black Death</i> in broader historical narratives, enabling understanding of connections between different historical periods and events.</li> <li><b>Continuity and Change:</b> Analysing the long-term consequences of the <i>of the Norman Invasion and settlement</i> helps students understand how societies evolve over time.</li> <li><b>Historical Significance:</b> Reflecting on the <i>Black Death's</i> impact on population and power for the lower classes enables students to explore the historical significance of events studied from this period.</li> </ul>				
	<b>Vocabulary: See glossary below</b>				
Development of Knowledge	Lesson	Content	Substantive knowledge		Disciplinary knowledge
	Lesson 1	<b>What do you know already about Medieval England?</b> Complete retrieval grids  <b>Why did the Normans build castles?</b> Complete a timeline of Medieval period	<b>Students should understand:</b> <ul style="list-style-type: none"> <li>What and when was the Battle of Hastings</li> <li>Why the Saxons were defeated</li> <li>What the Normans did to secure their invasion – including mass settlement</li> </ul>		<b>How do historians attribute significance to past events and people?</b> What histories of 1 <sup>st</sup> World War exist?

		Recount facts about the Battle of Hastings Draw and annotate features of a castle / religious building's construction	<ul style="list-style-type: none"> <li>• What Norman fortifications were like</li> <li>• What other buildings did the Normans create – including religious buildings</li> </ul>	
	<b>Lesson 2</b>	<b>What was the Feudal System?</b> Produce a Feudal pyramid Research roles in society Learn about the Domesday Book – find local reference within it and examine	<ul style="list-style-type: none"> <li>• How the Normans under William exercised power</li> <li>• The pyramidal structure of society</li> <li>• What roles each layer of society played</li> <li>• What the Domesday Book was and how it was used</li> </ul>	
	<b>Lesson 3</b>	<b>What was everyday life like in Medieval Britain?</b> Research 'a day in the life of' different parts of medieval society	<ul style="list-style-type: none"> <li>• What life was like for Peasants (Serfs), Knights, Nobles, Monarch</li> <li>• How each layer of society was depended on the others</li> <li>• What Peasants did in a typical day</li> </ul>	
	<b>Lesson 4</b>	<b>How did the Black Death (plague) effect the country?</b> Look at the impact on population and how this had an effect on food production	<ul style="list-style-type: none"> <li>• What the Black Death was</li> <li>• When the plague came to England</li> <li>• What happened to the population as a result</li> <li>• What this meant for each layer of society</li> </ul>	<b>How do historians construct their accounts of the past?</b> How was MO used to write the history of the Home Front?
	<b>Lesson 5</b>	<b>Why did the Peasants' Revolt take place?</b> Short Biography of Wat Tyler Look at what happened before 1381 to cause the revolt	<ul style="list-style-type: none"> <li>• Why the lowest layer of society was so badly affected by the Black Death</li> <li>• Why the Peasants' discontent come to a head in 1381</li> <li>• What the Peasants' Revolt was – what happened</li> <li>• Who was Wat Tyler?</li> <li>• How society was changed after the revolt</li> </ul>	<b>How do historians know about medieval England?</b>
<b>Assess &amp; Review</b>	<b>Lesson 6</b>	<b>Retrieval Grids</b> Complete a timeline of the major events from 1066 to 1381 Complete retrieval lesson to illustrate what you know about the period at the end of the project	<ul style="list-style-type: none"> <li>• Complete SLaE pages recapping what has been learnt in the project</li> </ul>	<b>What can you recall</b> about how historians use primary sources of evidence?

### Glossary

<b>Medieval / middle ages</b>	Terms used to describe the historical period from c5th Century to c1400s
<b>Monarchy</b>	Rule over a country / people by a monarch (king or queen)
<b>Nobles</b>	Wealthy landowners usually favoured by the monarch – the level of society below the king
<b>Knights</b>	Usually men trained to fight on horseback and loyal to the monarch. Knights were bound by a code of chivalry
<b>Serfs / peasants</b>	The lowest class of society – mostly farmers on landed rented to them by the nobles
<b>Feudal system</b>	The pyramid of medieval society with king at the top and peasants at the bottom
<b>Chivalry</b>	Rules for knighthood that included: courage, kindness and honour
<b>Anglo-Saxons / Vikings</b>	The two peoples ruling over what we now call England in 1066
<b>Normans</b>	The people from Normandy (in modern France) who invaded and settled in England after 1066

<b>Invasion / settlement</b>	The forceful overthrow of a people – usually in battle. The repopulating of a country after invasion, bringing new ideas, laws, beliefs and culture
<b>Rebellion / rights</b>	The rising up of a group of society in protest at a law, event or set of conditions. The expectations of some degree of fair treatment in life
<b>Pestilence / plague / Black Death</b>	Very serious infectious disease – often fatal and with no known cure
<b>Peasants' Revolt</b>	Rebellion against the government of King Richard II in protest against low wages and poll tax
<b>Wat Tyler</b>	Leader of the Peasants' Revolt
<b>Tithes</b>	Taxes to be paid on earnings / crops produced to the church
<b>Battle of Hastings</b>	Battle that ended Saxon reign and began Norman conquest of England
<b>Doomsday Book</b>	A record of who lived where and what taxes they should pay
<b>Flagellants</b>	A very religious group who thought the plague was a curse from God and that only whipping themselves as a punishment could save them



King  
Richard II



Noble



Invasion



Settlement



Black  
Death



Peasants  
Revolt



Wat Tyler



Knight



# Peasants, Princes & Pestilence

1066



Battle of  
Hastings



Flagellants



William the  
Conqueror



Serf



Doomsday  
Book



Tithes



Monarch



Feudal  
system



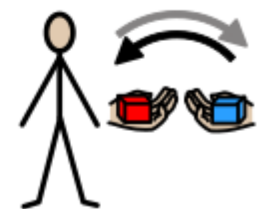
Motte &  
Bailey Castle



Cathedral



Medieval



Merchants