

History Curriculum

Intent

At TPA it is our aim to instil in our pupils a love of the past and a curiosity and fascination about history which will remain with them for the rest of their lives. We believe that the delivery of high quality history lessons will inspire our pupils to want to know more about the past and, in turn, enable them to think and act as historians, leading to a better understanding of the society in which they live. We aim to fulfil the requirements of the National Curriculum for history, providing a broad, balanced and inclusive curriculum that ensures the progressive development of historical concepts, knowledge and skills from EYFS up to the end of KS2. Through the delivery of a high-quality history education we want our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to provide our pupils with the appropriate historical vocabulary they need to note connections, contrasts and trends over time. We want them to develop the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation: skills they can one day deploy in all aspects of their lives.

Our history curriculum will equip the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment, as well as giving the children a strong chronological understanding of important events and changes in Britain and the wider world. At TPA we aim for our children to become historians by evaluating a range of primary and secondary sources and developing the skills of inquiry, investigation, analysis and evaluation. We intend our children to be able to explain clearly how these sources give us an insight into people's lives in the past and, as they move up the school, to think about how interpretations may differ.

Children should leave TPA with: a secure, chronological understanding of British history from the Stone Age to 1066; knowledge and understanding about significant aspects of the history of the wider world, including ancient civilisations and empires; an understanding of important changes in living memory and beyond living memory; an understanding of significant historical locations and events in the local area; a knowledge and understanding of the lives of significant people in the past; a secure understanding of the methods of historical enquiry and an ability to ask and answer historical questions.

Implementation

We implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly or termly units, focusing on knowledge and skills stated in the National Curriculum. All learning starts by revisiting prior knowledge and thinking about where things fit in history both chronologically and societally. This is scaffolded to support children to recall previous learning and make connections. Staff model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow children to integrate new knowledge into larger concepts.

Learning is supported through the use of key vocabulary, which is displayed, added to each lesson and utilized by staff and children, through the use of knowledge organizers. This provides children with scaffolding that supports them to retain new facts and vocabulary in their long term memory.

Subject specific vocabulary is displayed and shared along with key facts and questions, and model exemplars of the work being taught. History assessment is ongoing throughout the relevant themes to inform teachers with their planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; our progression documents are used to inform of school improvements or skills that need to be further enhanced.

Our units of study have been sequenced to build pupils' understanding as they progress through the school.

In EYFS, historical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world and its rich cultures. By engaging with a broad selection of texts, rhymes and poems, children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In each of the overarching half termly themes, children explore ideas relating to history and the passing of time. Examples include: All About Me, show and tell 'Star Boxes', children begin to make sense of their own life-story and family history by looking at photos and sharing family stories. Other topics and themes are enriched with real life artefacts and sources. By exploring artefacts and looking at pictures, children have their first introduction to historical engagement and thinking.

KS1 builds on the Early Years' experience by investigating topics within living memory and the lives of significant individuals and events. Topics may begin with children's experience before comparing this with other historical periods – for example when investigating how toys have changed over time, pupils will consider modern day toys before comparing them with those in the past. Pupils will also investigate how homes have changed by comparing their modern day home with that of homes in the past. These studies enable young pupils to secure their understanding of how the past is similar and different to the present and that, over time, things and places may change. When looking at the Histories of London, pupils study a specific event such as The Great Fire of London in depth. This study allows the opportunity to introduce disciplinary concepts e.g. evidence and sources, and historical significance.

Learning in KS2 is chronologically sequenced; this is to support pupils to understand the narrative in order, particularly in relation to connection between societies, invasion and settlement by different groups. Core studies of ancient societies and non-European study are allocated too. During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Historical Terms

Substantive Knowledge and concepts

- knowledge about the past (content)
- abstract concepts such as invasion, empire, explorers, monarchy. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered
- Chronology

Disciplinary Knowledge and concepts

- knowledge about how historians investigate the past and construct claims, arguments, accounts:
 - Cause and Consequence
 - Continuity and change

- Similarity and difference
- Historical significance
- Evidence and Sources
- Historical interpretations

Concepts are returned to ensure children have a clear understanding of them and enabling them to be held within their long-term memory.

Impact

At TPA, pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject-specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils' work demonstrates that history is taught at an age-appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Pupil work also demonstrates that objectives taught and assessed are history objectives. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

Curriculum Overview						
Knowledge organisers for each year group and history topic are linked to this map.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Location Location</p> <ul style="list-style-type: none"> -Find out about the immediate local area and how it has changed -Use pictures from the past and present to describe the changes -Use historical based language – language associated with the passage of time 	<p>Our World</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community - Comment on images of familiar situations in the past -Explore how their immediate surrounding has changed -Name and describe people who are familiar to them and the jobs that they may do -Use historical based language – language associated with the passage of time 	<p>On the Move</p> <ul style="list-style-type: none"> -Learn about how vehicles have changed -Compare and contract vehicles from the past and present - Handle artefacts and use evidence to make statements -Use historical based language – language associated with the passage of time 	<p>Quirky Stories</p> <ul style="list-style-type: none"> -Compare and contrast characters from stories, including figures from the past -Sequence events using basic time words -Explore artefacts and use them in their own imaginative play -Use historical based language – language associated with the passage of time 	<p>New Life</p> <ul style="list-style-type: none"> - Demonstrate change and passage of time through exploring growth and seasons -Learn about farming in the past and how it is different to now -Use historical based language – language associated with the passage of time 	
EYFS outcomes	<p>Past and Present:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
Year 1	<p>Autumn 2 Home Sweet Home</p> <ul style="list-style-type: none"> -To investigate and identify a variety of homes today. -To investigate similarities and differences between homes. -To explore homes built a long time ago and identify their features. -To find out what Victorian homes were like inside. 		<p>Spring 1 and 2 Come and Play!</p> <ul style="list-style-type: none"> -To sort toys between old and new, and identify similarities and differences between them -To compare yours, your parents and grandparents toys -To order toys from oldest to newest -To discuss how the materials from which toys are made have changed over time and why this is the case 		<p>Summer 2 Florence Nightingale and Mary Seacole</p> <ul style="list-style-type: none"> -To know who Florence Nightingale was, when she lived and why she was important -To sequence important events in the life of Florence Nightingale - To compare medicine in Florence Nightingale's time to medicine today 	

	<ul style="list-style-type: none"> -To identify and explore objects in a Victorian home and their uses. -To be able to understand what a primary source is. -To use language related to passing of time and history. 	<ul style="list-style-type: none"> -To place toys on a timeline in the chronology in which they were played with -To use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago -To recognise, name and describe toys that are within and before living memory. -To know the difference between toys rich and poor children played with 	<ul style="list-style-type: none"> -To know who Mary Seacole was, when she lived and why she was important -To sequence important events in the life of Mary Seacole -To compare the lives of Florence Nightingale and Mary Seacole -To consider why Florence Nightingale and Mary Seacole were significant
Year 2		<p style="text-align: center;">Spring 1 Explorers and Invaders</p> <ul style="list-style-type: none"> -To understand what an explorer is and what we can explore -To find out who Neil Armstrong is and why he is remembered today -To find out about Neil Armstrong's landing on the moon and the impact this had on the world -To find out when Christopher Columbus lived and what he was trying to achieve -To find out about Christopher Columbus's journey and what he discovered -To explore the impact of Columbus's voyages and what he brought back to Europe -To compare lives in different time periods and identify similarities and differences -To compare the lives and achievements of Columbus and Armstrong 	<p style="text-align: center;">Summer 1 and 2 Horrible Histories of London</p> <ul style="list-style-type: none"> -To know when the Great Fire of London happened - To compare London in 1666 to London today -To know where and how the Great Fire of London started -To order events from the Great Fire of London chronologically on a timeline -To understand some of the ways that we find out about the past -To understand who Samuel Pepys was and why his diaries are important -To identify and compare how fires were extinguished in the 17th century and today -To understand the impact of the Great Fire of London -To understand who Christopher Wren was and why he was important
KS1 Outcomes	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - significant historical events, people and places in their own locality 		
Year 3	<p style="text-align: center;">Autumn 2 The Discoveries of Mary Anning</p> <ul style="list-style-type: none"> - -To know who Mary Anning was and why she was important -To understand the difference between primary and secondary sources -To use a range of primary and secondary sources to find out about Mary Anning's life and her discovery of fossils -To sequence important events in the life of Mary Anning chronologically - To use a timeline to understand when dinosaurs lived on Earth 	<p style="text-align: center;">Spring 2 Stonge Age to Bronze Age</p> <ul style="list-style-type: none"> -To know the meaning of pre-history and how archaeologists find out about the past when nothing is written down -To be able to position the Stone Age, Bronze Age and Iron Age on a timeline - To find out what life might have been like for people living in the Stone Age, including food, home and tools -To investigate what the findings at Skara Brae tell us about people who lived during the Stone Age 	<p style="text-align: center;">Summer 2 Ancient Egypt</p> <ul style="list-style-type: none"> - To find out when and where in the world the first human civilisations were established, including Ancient Egypt - To explore what different artefacts can tell us about life in Ancient Egyptian civilisation - To find out about Ancient Egyptian religious beliefs - To find out about Ancient Egyptian beliefs about life and death and the significance of mummies

	- To understand that dinosaurs existed before humans	-To find out how life changed for people during the Stone Age and the Bronze Age -To know what it would have been like to live during the Iron Age, including homes, trade and weapons	- To find out what the discovery of Tutankhamun's tomb can tell us about Ancient Egypt - To find out about Ancient Egyptian writing and the importance of the Rosetta Stone
Year 4		<p style="text-align: center;">Spring 1 Romans.</p> <ul style="list-style-type: none"> -To understand where the Roman Empire began and how it expanded -To know and describe the different stages of the Roman invasion of Britain -To describe what life was like for different groups of people during the Roman occupation of Britain - To explain how Britain changed during the Roman occupation - To know and name key leaders that influenced Roman Britain -To find out what Hadrian's Wall can tell us about the Roman's in Britain -To know who Boudicca was and why she was important - To explain what the Romans brought to Britain and explain the legacy that the Romans left to the British people - 	<p style="text-align: center;">Summer 1 and 2 Invaders and Settlers (Anglo-Saxons and Vikings)</p> <p><u>Summer 1</u></p> <ul style="list-style-type: none"> -To find out why the Romans left Britain -To find out who the Anglo-Saxons were and where they came from -To explore and make inferences from Anglo-Saxon artefacts -To find out what daily life was like for Anglo-Saxon settlers -To find out what was discovered at Sutton Hoo and what it tells us about the Anglo-Saxons -To find out who the Picts and Scots were and where they lived -To find out about Anglo-Saxon religion and the raids on Lindisfarne <p><u>Summer 2</u></p> <ul style="list-style-type: none"> -To find out about the Viking Invasion of Britain -To find out about Viking settlement in Britain and how this affected the Anglo-Saxons -To find out why King Alfred was called 'the Great' explore what life was like for Vikings living in Britain -To find out how and when England became a unified country -To find out about the Battle of Hastings and the end of the Anglo-Saxon and Viking era
Year 5	<p style="text-align: center;">Autumn 2 and Spring 1 The Ancient Greeks and their Legacy</p> <ul style="list-style-type: none"> To find out who the Ancient Greeks were and place their civilisation in time To understand the chronology of some key events in Ancient Greek history To understand what daily life was like in Ancient Greece To compare and contrast life in Athens and Sparta To use primary sources to find out about the Olympics in Ancient Greece To compare the Olympics in Ancient Greece to the Olympics today To explore the religious beliefs of the Ancient Greeks To explore what the Ancient Greeks believed about the Trojan War To find out about Ancient Greek art and literature and its legacy throughout history To find out about democracy in Ancient Greece and its legacy today To explore the ideas of Ancient Greek scholars and philosophers and their legacy 	<p style="text-align: center;">Spring 2 Tudors – Local History Study (Hampton Court Palace)</p> <ul style="list-style-type: none"> To understand the chronology of some key events at Hampton Court Palace and to understand how this fits into British History To investigate who built Hampton Court Palace and why To find out why Hampton Court Palace was important to the Tudor monarchs To compare Hampton Court Palace to other Tudor architecture To investigate what food was made in the Hampton Court Palace kitchens To find out what the arrest of Katherine Howard at Hampton Court Palace can tell us about Tudor crime and punishment 	

<p>Year 6</p>	<p style="text-align: center;">Autumn 1 and Autumn 2</p> <p>World War II and the London Blitz (Local History Study)</p> <ul style="list-style-type: none"> - To understand what is meant by 'the Blitz' and when, where and why the Blitz happened - To find out what people did to keep themselves safe during the Blitz - To find out where bombs landed in our local area during the Blitz - To find out what life was like for an evacuee during the Blitz - To find out about why food was rationed during WW2 - To compare what life was like for men and women during WW2 		<p style="text-align: center;">Summer 1 and 2</p> <p style="text-align: center;">Summer 1 - The Maya</p> <ul style="list-style-type: none"> -To investigate how and when Europeans encountered the Mayan civilisation -To explore how we know about the Mayan civilisation and their way of life -To explore how Mayan society was organised and how this compares to modern society -To find out about what the Maya believed in, including their religious rites and rituals -To use a variety of sources to piece together what life was like for the Maya -To explore the achievements of the Maya including their number systems and calendar -To investigate the reasons behind the decline of the Mayan civilisation <p>2023-24 – Anglo Saxons and Viking (see Yr 4 unit/previous Yr 6 unit from 22-23)</p> <p style="text-align: center;">(Starting 2024-25) Summer 2 - British History Bonanza</p> <ul style="list-style-type: none"> - To confidently order eras in British History from the Stone Age to 1066 chronologically on a timeline - To explore significant changes that occurred in Britain before 1066 (agriculture, technology, settlers/invaders, religion)
<p>KS2 Outcomes</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a local history study - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - 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 - Ancient Greece – a study of Greek life and achievements and their influence on the western world - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 		

History progression of knowledge, skills and concepts

EYFS Framework	KS1	KS2
Communication and Language	Subject content	Subject content
ELG: Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	KS1 <ul style="list-style-type: none"> ● Changes Within Living memory ● Events Beyond Living Memory ● The Lives of significant people ● Local History: Significant Historical Events, People and Places 	KS2 <ul style="list-style-type: none"> ● Chronology from the Stone age to 1066 ● Chronology beyond 1066 ● Local Study ● Ancient civilisations (approx. 3000 years ago) ● Civilizations from 1000 years ago (and non-European)
Understanding the World	National Curriculum Programmes of Study; Colour Coded Cross Referencing Key	
ELG: Past and Present Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books being read in class and storytelling.	KS1 Substantive knowledge <ul style="list-style-type: none"> ● Develop an awareness of the past Chronology <ul style="list-style-type: none"> ● Chronology - Know where the people and events studied fit within a chronological framework 2nd order concepts - Disciplinary knowledge See below	KS2 Substantive knowledge <ul style="list-style-type: none"> ● Knowledge of Stone Age to present day using substantive concepts and vocabulary Chronology <ul style="list-style-type: none"> ● Chronology - Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied 2nd order concepts - Disciplinary knowledge See below

Disciplinary concepts and knowledge	What is this concept and why do we learn it?					
Chronology	The chronology of a series of past events is the times at which they happened in the order in which they happened. Learning about the complex concept of chronology is often considered very challenging for younger children, yet this understanding underpins children's developing sense of period, as well as key concepts such as change and causation. It is a challenging concept to teach because of its abstract nature and children's many misconceptions illustrate the difficulties they experience in understanding and using it. Chronology contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Know how to put 3 or more events / objects in the correct order they happened / were made Know how to use terms like before / after old/new correctly.	Know how to put at least 5 events / objects in the correct order they happened / were made. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago	Know how to place and locate key events/periods studied on a timeline: Know the meaning of: AD, BC, century, millennium Know the meaning of: decade, ancient, modern		Know how to order and place the key periods and events studied: Know the CE and BCE can be used instead of AD and BC Know how to order and place the key periods and events studied: Know the relationship between date and century (dates starting from 100AD are 2nd century)	
Continuity and change	Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously. Some things move/ change at a different pace.					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name the members of their immediate family and what they are like	Discuss changes in their own lifetime and changes Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same		Know of main changes/constants and some of the reasoning for this.		Know of main changes/constants and compare with other periods studied. Know of main changes / constants and compare with other periods studied. Describe change through the use of general, abstract terms such as gradual or rapid important or unimportant etc..	
Cause and consequence	Cause and consequence is defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event. It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always.					

	Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict and may not be detected until long after the event.					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Remembering events in our past (lost toys, old friends)	Know about the cause of events studied this year and talk about them with support		Know cause of event and consequence (from KS1 and this year.)	Know cause of event and consequence: (from previous years and this year).	Know cause of event and consequence & explain why: (from previous years and this year).	
Similarity and difference	Similarity and difference is looking at the things that are similar or different. This includes: People, places and groups in the past. Historians understand the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, intentions and actions at different times.					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compare families and structures e.g. you have 3 brothers and I have 1.	Know simple facts about aspects of daily life studied this year. Compare with their own life. Know some things which have changed / stayed the same Know similarities and differences between daily lives of people in the past and today .		Know similarities and differences between daily lives of people in the past and today		Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied.	
Historical Significance	Significance includes two key questions: How is significance attributed by historians? Why is this area still discussed and analysed today? Significance can be defined as things, people, events that made a difference. This could be a person who shaped what came after them or an event that had an effect on things that followed. The importance or significance of a person or event influences the way that the past is remembered and perceived.					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the name of a significant event (birthday, bonfire night, Christmas, Divali etc)	Know the name of a famous person and explain why they are famous.		Know some important events, places and people. Use the terminology significant		Know, make links & draw comparisons between some important events, places and people:	
Evidence and Sources	Historians use evidence to answer questions. Evidence is an important part of historical inquiry and refers to the information that is collected from various sources. It can come in many different forms, from an individual account, letters, photographs, paintings, clothing. Any object from history can be classed as evidence and used then to hypothesis and allow historians to piece together the past. Evidence/ sources can be separated into two categories, primary and secondary. Primary sources are first hand and secondary sources are after the fact. The reliability and validity of sources of evidence must be discussed.					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use photographs to talk about their family's past Know that photographs tell stories and give information about our past	Use historical artefacts, photographs and visits to museums etc to find out about the past and to answer simple questions about life in the past. Introduce primary and secondary sources terminology.		Use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past. Know what is a primary /secondary source and give examples..		Recognise some sources may be more reliable than others and reasons for bias. Use sources to answer a question independently. Use sources to formulate a question and investigate the answers independently.	
Interpretation	Historical interpretation is the way people explain people, places and events in history. This can be first hand accounts or historian interpretation. When pupils use the concept of 'interpretation' they are thinking and evaluating the historical information they have been presented with. What parts are factual? Which are points of view or imagined?					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Know what an eye-witness account is.		Look at different accounts of history: know what is fact or opinion	Look at different version of the same event, identify differences and talk about reasons why.	Know that some evidence is propaganda, misinformation or opinion Give reasons why Evaluate evidence to choose most reliable	

Substantive concepts	What is this concept?
	<p>In EYFS and Key Stage 1, children develop an understanding of the past through a study of famous people, events and everyday life. Through these themes, they are provided with a foundation on which the components of our history curriculum can be developed further in Key Stage 2.</p> <p>In Year 3 and Year 4, building on the work studied in EYFS and Key Stage 1, children focus on specific periods of history gaining knowledge of each component including key terms. Year 5 and Year 6 make links between all topics and periods studied throughout Key Stage 2, gaining greater depth of knowledge and historical perspective about each component of the curriculum. They understand the key terms because they have studied them in a range of historical contexts.</p>
Military	Reasons / causes for invasions, battles and wars Consequences of wars

		Comparison between different periods of time / different countries: similarities and differences. Key terms include: battle, civil war, conquer, conquest, conquistador, defeat, invade, invasion, rebellion, siege, war				
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recount stories such as Rama and Sita which involve conflict	Florence Nightingale and Mary Seacole – to understand that Florence Nightingale and Mary Seacole were helping soldiers injured in the Crimean War	Explorers or Invaders – to understand what is meant by the word ‘invasion’ and discuss why some explorers might be seen as invaders	Stone Age – Iron Age - know that by the Bronze Age people belonged to tribes and hill forts were built for protection. Know that evidence found in burial site shows us that battles between tribes took place. Explore Iron Age weaponry	Roman Britain + Anglo Saxons and Vikings: Know the terms invade and invasion , conquer and defeat . Know about the reasons each group had for invading England. Know that Anglo Saxon tribes often fought each other. Know the locations and reasons for the main battles between Anglo Saxons and Vikings and the significant kings and rulers. Introduce the terms siege and raider	Ancient Greece - similarities and differences about the democratic process of ancient Greece and of modern Britain. Find out about the conflict between Sparta and Athens, compare their armies and discuss why Sparta may have been victorious.	The Blitz – explore the impact of WWII on our local area The Mayans – to know about city states and war in Mayan society
Political		Compare and contrast the different types of government in the past: in the UK and the ancient world: differences and similarities How the way Britain / UK is ruled has changed / stayed the same throughout history. Know how maps and political boundaries are affected by changes in government (Anglo Saxon kingdoms; Danelaw; Roman Empire; Norman conquest) Key Terms include: city state, decline, democracy, dynasty, empire, kingdom, monarch, monarchy, parliament.				
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know that we live in the UK and compare to other places	Florence Nightingale and Mary Seacole – to know that Florence Nightingale and Mary Seacole lived during the rule of Queen Victoria.	London’s burning - The Great Fire of London – know the terms king, queen, monarch and introduce monarchy . Know that Charles II was monarch in 1666.	Dawning of the Ages – Stone Age – Iron Age - know that the Celtic tribes were ruled by kings, queens and chiefs and that the tribes ruled over different areas of Britain – not the whole nation.	Romans - know that Rome was a large empire , ruled by one powerful leader – the Emperor - and the Roman empire expanded because they invaded other countries and took over. Know how Britain was ruled before and after the Roman invasion (Celts).. What happened when the Romans left Britain? - Anglo Saxons and Vikings - know about hierarchy of society ; know that the Anglo Saxon Britain was not one kingdom but several. Know what happened to the kingdoms after the Vikings invaded, including Danelaw. Know the impact of Anglo Saxon	Ancient Greece - know that Ancient Greece wasn’t a single country, but was made up of a number of city-states . Understand there was hierarchy in society . Know that two of the most powerful city states were Athens and Sparta. Know about Greek democracy . Hampton Court Palace – to know who the Tudor Kings and Queens were and to understand what the word ‘dynasty’ means. To understand the importance of the Tudor Court at Hampton Court Palace.	Mayans - social hierarchy of the Mayans society. Mayan city states and their way of life and to know how society was organised

				kingdoms and Danelaw on the UK today.		
Social and Cultural		Compare and contrast different societies and cultures in the UK and the ancient world: differences and similarities between the daily lives of different people: rich and poor; women and men; girls and boys. Significant inventions or events which changed societies Key Terms include: civilisation, clan, tribe, culture, hierarchy, settlers, slavery, society, technology				
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at different jobs and roles in our society. Introduce the term community	Toys – find out about toys from the past; what toys Victorian children played with as well as our grandparents in comparison to the toys we have today Home Sweet Home – to investigate how our homes have changed since the Victorian era.	London’s burning! The Great Fire of London – find out about everyday life in the past in London and how it changed after the fire Explorers and Invaders – to find out who Christopher Columbus and Neil Armstrong were and how they impacted society	Mary Anning and her discoveries – consider why Mary Anning’s discoveries were important and what different people thought about them at the time and time Dawning of the Ages – Stone Age – Iron Age - Know about: hierarchy in society ; homes, food, farming; jobs, buildings, communication; leisure time; religion. Know the word settlements	What happened when the Romans left Britain? - Anglo Saxons and Vikings - Know about: hierarchy in society ; homes, food, farming; jobs, buildings, communication; leisure time; religion.	It’s all Greek to me - Ancient Greece - Know about: hierarchy in society ; homes, food, farming; , jobs, buildings, communication; leisure time; religion. Recognise the different civilisations Hampton Court Palace - Understand the term ‘Renaissance’. Compare different Tudor buildings and compare life for rich and poor. Find out about crime and punishment.	The Mayans – to know about the way of life in Mayan society and to explore what life is like for modern Mayan people and compare this to the life of the Maya in the 1st century To know about the social hierarchy in Mayan society To know about religious beliefs in Mayan society Victorians – The Blitz – compare the role of men and women during WW2
Economic		Compare the reasons why different people invaded and settled in Britain Know why trade is important to cultures and civilisations Know about transport and trade routes in Britain’s past; compare with trade routes in ancient civilisations throughout the ancient world Significant inventions which made it easier to trade (transport routes, methods of transport.) Key Terms include: conquer, conquistador, decline, empire, exploration, immigration, invade, invasion, set				
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know that people travel in different ways. Use photographs to talk about their family’s past Know that photographs tell stories about our past	Toys – to know difference between expensive and less expensive toys (rich and poor)	Explorers and Invaders - To find out about Christopher Columbus’s journey and what he discovered; to explore the impact of Columbus’s voyages and what he brought back to Europe	Dawning of the Ages – Stone Age – Iron Age – look at the growth of trade during the Bronze and Iron Age; the evidence of traded goods found in graves;	What happened when the Romans left Britain? - Anglo Saxons and Vikings - Know the reasons why Angles, Saxons and Jutes came to Britain and settled . See evidence found in archeological sites of Anglo Saxon trade with other countries. Know about Viking raids, sea trade routes and impact of trade on Anglo Saxon and Viking society . Romans - Roman Britain: know the reasons why the Romans invaded and settled in Britain	Ancient Greece - to know that Ancient Greeks also traded by sea and the impact of trade on Ancient Greece, including comparing Athens and Sparta. Hampton Court Palace – to compare the houses of richer and poorer Tudors and discuss the reasons for the differences, e.g. windows and glass a sign of wealth.	Mayans - To investigate how and when Europeans encountered the Mayan civilisation. The Blitz - find out about rationing and why it was needed.

				evidence of trade from the extent of the Roman Empire found in Britain. Communication links which enabled trading; roads and sea routes		
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Overview	EYFS	KS1 (Years 1 and 2)	LKS2 (Years 3 and 4)	UKS2 (Years 5 and 6)
History Knowledge End Point	<ul style="list-style-type: none"> Using the children's own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations. Know which things happened in the distant past or recent past using time such as long ago. 	<ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were made/occurred Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. 	<ul style="list-style-type: none"> Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future. Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day. 	<ul style="list-style-type: none"> Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied. Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately Understands how to use a range of sources to develop and deepen knowledge and can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features. Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information. Recognise the diversity of modern Britain and how it has impacted communities and the world.
History Skills End Point	<ul style="list-style-type: none"> Can sequence events using basic time words Can begin to use historical based language – language associated with the passage of time Can compare and contrast similarity and difference Can handle artefacts and use evidence to make statements and observations Can explore artefacts and using them in 	<ul style="list-style-type: none"> Can order historical artefacts and key events chronologically Can illicit information and draw conclusions from primary sources of history. Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. Can articulate historical understanding verbally and through writing. Can compare related historical and modern objects and consider the influence of an 	<ul style="list-style-type: none"> Can sequence key events from a significant era, showing chronological understanding of this era in relation to others. Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms Can use a range of sources and understands how knowledge of the past has been constructed Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy. 	<ul style="list-style-type: none"> Uses chronological awareness to establish clear narratives between within and across periods studied Organises and selects relevant historical information from primary and secondary sources, including artefacts, to develop and extend knowledge of specific individuals and their experiences and events linked to different eras and places Uses historical sources to investigate an initial hypothesis and conveys findings and understanding through a range of forms. Addresses and devises historically valid questions about change, cause, similarity and difference and significance Makes connections, and recognises contrasts and trends over time and uses appropriate historical terms to articulate knowledge and understanding Recognise and explain propaganda and bias and how it was used and seen, with examples

	their own imaginative play	historic event or change in history.		<ul style="list-style-type: none"> Analyse more than one version and say how the author may be attempting to persuade or give a specific viewpoint
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EYFS	Concepts: Chronology Similarities and differences Identity Choices Changes and Growth Life, nature, exploration	See EYFS planning for full breakdown Objectives (leading to ELG) <ul style="list-style-type: none"> To begin to make sense of my own life story and family history which makes my identity. To observe changes and comment on them To find out through questioning and talk about my family. To compare changes in my life, my family's life, in school, in the local community of Wantage. To use vocabulary linked to time: past, last year/month/week, yesterday, before, tomorrow, next etc. To find out about past events and why we celebrate today: Remembrance Day, Christmas Day/Christmas around the world, Diwali, Bonfire night etc To describe images of familiar situations in the past using books and begin to compare and contrast similarities and differences e.g. In homes, toys, schools and transport To use vocabulary linked to time: past, last year/month/week, yesterday, before, tomorrow, next etc and comment on changes. To represent my day on a simple timeline. To represent my life on a personal timeline. To talk about and understand changes in my own lifetime. To talk about the lives of the people around me and their roles in society To know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class To understand the past through settings, characters and events encountered in books read in class and through storytelling Relate the passing of time using key vocab now, next, then, before, after
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Year Group and theme	Intent/ knowledge	National Curriculum Objectives	Key knowledge	Substantive concepts -	Chronology and Disciplinary Concepts	Key vocabulary
Y 1 Home sweet home Autumn 1	This unit focuses on comparing and investigating different types of houses from the past – from the Victorian era present. Children will be able to identify and make comparisons between both the features and characteristics of houses and describes how homes have changed over time.	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality	<ul style="list-style-type: none"> To investigate and identify a variety of homes today. To investigate similarities and differences between homes. To explore homes built a long time ago and identify their features. To find out what Victorian homes were like inside. To identify and explore objects in a Victorian home and their uses. To be able to understand what a primary source is. To use language related to passing of time and history. 	Social: to investigate how our homes have changed since the Victorian era.	To know the different types of homes and what they look like. To be able to discuss and know historical terminology such as change, continuity, difference and similarity.	Detached house, semi-detached house, cottage, flat, wall, bricks, roof, chimney, wall, window, Victorian, past, kitchen

<p>Year 1 Spring 1 and spring 2 Come and Play!</p>	<p>This unit mainly focuses on how to sort toys between old and new, and identify similarities and differences between them. Children will also compare modern toys with parents' and grandparents' toys. Children will also order toys from oldest to newest and discuss how the materials from which toys are made have changed over time and why this is the case. Toys will be placed on a timeline in the chronology in which they were played with. This will help them to use phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago and to be able to recognise, name and describe Victorian toys.</p>	<p>Changes in living memory; these should be used to reveal aspects of change in national life</p>	<p>To sort toys between old and new, and identify similarities and differences between them -To compare yours, your parents and grandparents toys -To order toys from oldest to newest -To discuss how the materials from which toys are made have changed over time and why this is the case -To place toys on a timeline in the chronology in which they were played with -To use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago -To recognise, name and describe Victorian toys -To know the difference between Victorian toys rich and poor children played with</p>	<p>Social and Cultural - find out about toys from the past; what toys Victorian children played with as well as our grandparents and parents in comparison to the toys we have today</p>	<p>To discuss how the materials from which toys are made have changed over time and why this is the case To place toys on a timeline in the chronology in which they were played with. To use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago To recognise, name and describe Victorian toys To know the difference between Victorian toys rich and poor children played with</p>	<p>Old, new, differences, similarities, when I was younger, chronology, Victorian, 20th Century, 21st Century</p>
<p>Year 1 Florence Nightingale and Mary Seacole Summer 2</p>	<p>This unit focuses on the lives of two significant nurses during the Crimean War – Florence Nightingale and Mary Seacole. Children will order important events from the lives of these women on a timeline. They will compare Florence Nightingale and Mary Seacole, considering similarities and differences. Children will also compare medicine during the Crimean War to medicine today. Children will think about why Florence Nightingale and Mary Seacole might be seen as significant</p>	<p>The lives of significant individuals in the past who have contributed to National achievements Compare life in different periods</p>	<p>-To know who Florence Nightingale was, when she lived and why she was important -To sequence important events in the life of Florence Nightingale - To compare medicine in Victorian times to medicine today -To know who Mary Seacole was, when she lived and why she was important -To sequence important events in the life of Mary Seacole -To compare the lives of Florence Nightingale and Mary Seacole -To consider why Florence Nightingale and Mary Seacole were significant</p>	<p>Social and Cultural To find out about how medicine has changed and why Mary Seacole and/or Florence Nightingale might be seen as significant figures in nursing.</p>	<p>To place key events in the lives of Florence Nightingale and Mary Seacole on a timeline</p>	<p>Chronological, nurse, nursing, medicine, war, conflict, Crimean War, Queen Victoria, significant,</p>
<p>Y2 Explorers and Invaders Spring Focus: History</p>	<p>This unit focuses on the lives, actions and achievements of Christopher Columbus and Neil Armstrong. Children will understand what an explorer is and what we can explore and find out who Neil Armstrong is and why he is remembered today. Children will also discover Neil Armstrong's landing on the moon and the impact this had on the world. To</p>	<p>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.</p>	<ul style="list-style-type: none"> - To understand what an explorer is and what we can explore - To find out who Neil Armstrong is and why he is remembered today - To find out about Neil Armstrong's landing on the moon and the impact this had on the world - To find out when Christopher Columbus lived and what he was trying to achieve - To find out about Christopher Columbus's journey and what he discovered 		<p>Order the events of Christopher Columbus and Neil Armstrong onto a timeline. Identify and say some differences between different time periods Recall some key facts about Neil Armstrong and Christopher Columbus Deduce and learn from primary historical sources</p>	

	find out when Christopher Columbus lived and what he was trying to achieve To find out about Christopher Columbus's journey and what he discovered To explore the impact of Columbus's voyages and what he brought back to Europe. To compare lives in different time periods and identify similarities and differences To compare the lives and achievements of Columbus and Armstrong	Significant historical events, people and places in their own locally	<ul style="list-style-type: none"> - To explore the impact of Columbus's voyages and what he brought back to Europe - To compare lives in different time periods and identify similarities and differences - To compare the lives and achievements of Columbus and Armstrong 			
Y 2 Horrible Histories of London Focus: History Summer	Would the Great Fire of London happen today? In this unit, the children will focus on British history. The children will be introduced to a significant event and learn about the various viewpoints of the incident. It will give the children the opportunity to look at events from different perspectives and gain an understanding as to the reason why people acted in the way they did and the impact this had on society, both then and now. Children will begin to investigate questions such as 'Was the Great Fire of London a positive event in British history?' where children will begin to debate the answer through their interpretation of sources of primary and secondary evidence and resulting events from the Great Fire. The children will consider the impact it had on various aspects of life such as materials used then and now for housing, how this impacted on the fire service then and resulted in our fire service today.	events beyond living memory that are significant nationally or globally 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	To know that . . . The great fire of London occurred centuries before their lifetimes Where the Great Fire of London started (Pudding Lane, Thomas Farriner's Bakery) Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farriner, Sir Christopher Wren, King Charles The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context. Key historical facts and dates (2nd September 1666 and last for five days).	POLITICAL know the terms king, queen, monarch and introduce monarchy . Know that there was a king at the time and he helped to put out the fire. Compare role of the monarch with our monarch today. SOCIAL AND CULTURAL London's burning! The Great Fire of London – find out about everyday life in the past in London and how it changed after the fire.	Know the difference between historical sources e.g. primary and secondary sources and how to use these to gain information – looking at Samuel Pepys' diaries. Interpret the information and discuss its validity (orally) Compare primary and secondary sources. * Put historical events in chronological order. Use primary and secondary sources to find historical. Information and discuss their validity. Write they key points from this key historical event. Find out about the Great Fire by video and other media a local historical landmark and hearing about the changes it caused. Research using historical sources. Compare the London skyline before and after. How and why things changed. Compare to modern day	
Year 3 The discoveries of Mary Anning Focus: History Spring 1	This unit focuses on the life of Mary Anning and her discoveries. The children focus on using a range of historical sources to find out about Mary Anning and why she was significant. They also learn about what Mary Anning discovered and the importance of fossils. The children gain a chronological understanding of there being a time before humans, placing the	<ul style="list-style-type: none"> - continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the 	-To know who Mary Anning was and why she was important -To understand the difference between primary and secondary sources -To use a range of primary and secondary sources to find out about Mary Anning's life and her discovery of fossils -To sequence important events in the life of Mary Anning chronologically - To use a timeline to understand when dinosaurs lived on Earth		Demonstrate an understanding of chronology and the fact that there was a time before humans. Use a range of sources to carry out research. Ask questions about the past that can be investigated Use primary and secondary sources to suggest what the past might have been like. Discuss interpretations of the past and the validity of	Dinosaurs, fossil, timeline, chronology, Triassic period, Jurassic period, Cretaceous period, Jurassic coast, palaeontology, scientist, discovery, Ichthyosaurus,, extinct,

	Triassic, Jurassic and Cretaceous periods on a timeline.	<p>periods they study.</p> <ul style="list-style-type: none"> - note connections, contrasts and trends over time and develop the appropriate use of historical terms. - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - 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. 	- To understand that dinosaurs existed before humans		sources (recap primary and secondary sources from KS1)	
Year 3 Spring 2 Stone Age	In this unit the children will investigate how we know about life before the written word, and understand that history before the written word is known as prehistory. The children will consider important changes through the Stone Age, Bronze Age and Iron Age, including the development of different tools, homes, farming, trade and weaponry.	<ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age - continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - note connections, contrasts and trends over time and develop the appropriate use of historical terms. 	<p>-To know the meaning of pre-history and how archaeologists find out about the past when nothing is written down</p> <ul style="list-style-type: none"> -To be able to position the Stone Age, Bronze Age and Iron Age on a timeline - To find out what life might have been like for people living in the Stone Age, including food, home and tools -To investigate what the findings at Skara Brae tell us about people who lived during the Stone Age -To find out how life changed for people during the Stone Age and the Bronze Age -To know what it would have been like to live during the Iron Age, including homes, trade and weapons 	<p>MILITARY know that by the bronze age people belonged to tribes and hill forts were built for protection against other tribes. Know that evidence found in burial site shows us that battles between tribes took place. Know some of the reasons for the battles.</p> <p>POLITICAL - know that the Celtic tribes were ruled by kings and queens and that the tribes ruled over different areas of Britain – not the whole nation.</p>	<p>Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits</p> <p>Use a range of sources to carry out research. Ask questions about the past that can be investigated</p> <p>Use primary and secondary sources to suggest what the past might have been like. Discuss interpretations of the past and the validity of sources (recap primary and secondary sources from KS1)</p> <p>Identify and describe reasons for and results of changes in the periods Identified how natural materials available influenced changes Compare life in different time periods (e.g. stone age and modern human) What things have continued and why? What has developed?</p>	

		<ul style="list-style-type: none"> - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - 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. 		<p>SOCIAL AND CULTURAL Know about: hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion. Know the word settlements</p> <p>ECONOMIC look at the growth of trade during the Bronze and Iron Age; the evidence of traded goods found in graves;</p>	Compare people, places and groups through the eras	
<p>Year 3 Summer 1 Egyptians</p>	In this unit the children learn about when and where human civilisations first developed, focusing on an in depth study of Ancient Egypt. This will include finding out how we know about Ancient Egypt (using a range of sources), studying Ancient Egyptian rituals and beliefs and learning about the development of writing.	<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"> - To find out when and where in the world the first human civilisations were established, including Ancient Egypt - To explore what different artefacts can tell us about life in Ancient Egyptian civilisation - To find out about Ancient Egyptian religious beliefs - To find out about Ancient Egyptian beliefs about life and death and the significance of mummies <ul style="list-style-type: none"> - To find out what the discovery of Tutankhamun’s tomb can tell us about Ancient Egypt - To find out about Ancient Egyptian writing and the importance of the Rosetta Stone 	<p>Political: Tutankhamun and the role of the pharaoh in Ancient Egypt</p> <p>Social/Cultural: Ancient Egyptian religious beliefs and beliefs about life and death; the development of writing</p>	<p>Place Ancient civilisations on a timeline.</p> <p>Use primary and secondary sources to find out about life in Ancient Egypt.</p> <p>Consider why the development of writing is significant.</p>	<p>Egypt, Egyptian, Pharaoh, King, Nile, Archaeologist, embalming, sarcophagus, shadow, obelisk, pyramid, papyrus, hieroglyphs, irrigation, gods (Ra, Osiris, Isis, Horus, Thoth, Hathor), Tutankhamun, mummification.</p>
<p>Year 4 Romans Spring 1</p>	In this unit the children will learn about the Roman invasion of Britain, what life was like during the Roman occupation of Britain and the legacy of the Romans in Britain today. They will learn about how the Romans moved and how they influenced and changed the way Britain’s lived and worked. They will find out about why the Romans invaded Britain and how	<ul style="list-style-type: none"> - continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear 	<ul style="list-style-type: none"> -To understand where the Roman Empire began and how it expanded -To know and describe the different stages of the Roman invasion of Britain -To describe what life was like for different groups of people during the Roman occupation of Britain - To explain how Britain changed during the Roman occupation - To know and name key leaders that influenced Roman Britain 	<p>MILITARY know that the Romans conquered Britain in AD 43. Know why the Roman army was successful. Know why some tribes rebelled and some became allies of the Romans. Know the terms invade and</p>	<p>Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History.</p> <p>Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip, immersive experiences.</p>	

	<p>the invasion of Britain had a significant impact on British society. The children will explore sources of evidence and how both primary and secondary sources of information can give us an understanding of the past.</p>	<p>narratives within and across the periods they study.</p> <ul style="list-style-type: none"> - note connections, contrasts and trends over time and develop the appropriate use of historical terms. - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>-To find out what Hadrian’s Wall can tell us about the Roman’s in Britain -To know who Boudicca was and why she was important - To explain what the Romans brought to Britain and explain the legacy that the Romans left to the British people</p>	<p>invasion, conquer and defeat.</p> <p>POLITICAL - know that Rome was a large empire, ruled by one powerful leader and the Roman empire expanded because they invaded other countries and took over. Know how Britain was ruled before and after the Roman invasion (Celts). Know how Britain was ruled after the Romans left. #</p> <p>SOCIAL AND CULTURAL - Know about: hierarchy in society; homes, food, farming; jobs, buildings, communication; leisure time; religion. Use the word settlements</p> <p>ECONOMIC - know the reasons why the Romans invaded and settled in Britain evidence of trade from the extent of the Roman Empire found in Britain. Communication links which enabled trading; roads and sea routes</p>	<p>Compare Britain and Rome in the same era using a comparative table following class discussion.</p> <p>Research Roman life and Armies - using primary and secondary sources</p> <p>Undertake critical thinking by asking questions about a historical era and making and conveying value judgements</p> <p>Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference.</p> <p>Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. Develop understanding of how our knowledge of the past is constructed from a range of sources.</p>	
<p>Year 4 Invaders and Settlers (Anglo Saxons and Vikings)</p> <p>Focus: History</p>	<p>In this unit, the children will consider the key question: Can it be said that the invasion of Britain by the Anglo Saxons and the Vikings had a negative impact upon our culture? Before the start of the 5th century, England was under Roman control however, around 410 AD this came to an end and there were successions of raids by invaders from all sides of the English isles. The Anglo-Saxon’s who started to colonise Britain established themselves as the foremost power in the British Isles and the</p>	<ul style="list-style-type: none"> - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - continue to develop a chronologically secure 	<p>The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands. The Angles, Saxons, Jutes and Picts were from other parts of Europe. The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England. Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.</p>	<p>POLITICAL know about hierarchy on society; know that the Anglo Saxon Britain was not one kingdom but several. Know what happened to the kingdoms after the Vikings invaded, including Danelaw. Know the impact of</p>	<p>Locate and place the Anglo Saxon timeline alongside other significant eras on a timeline Sequence events in the history of England following on from the Roman retreat, to demonstrate how government has changed over time.</p> <p>Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources.</p>	<p>(As Y3) + in the...century, in the...decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilisation, monarchy, parliament,</p>

	<p>conquered areas slowly became known as England. The Vikings were known for raiding and trading from their homelands across wide areas of northern, central and Eastern Europe, during the late 8th to late 11th centuries – this has now become known as “The Viking Age”. The children will learn that the Vikings carried out many raids on Anglo-Saxon Britain – the first recorded raid was in 793. The successful invasions of mainland Britain ended with the Norman victory at the Battle of Hasting in 1066. During this unit they will explore the cultures of both Anglo-Saxons and Vikings, how this was adopted by the places they invaded and settled and how evidence of their way of life still exists today. Through questions such as; “were all Viking’s vicious?” the children will explore the concept of interpretation and link this to their previous learning surrounding sources of evidence. The children will draw parallels between the Viking culture and theirs today, suggesting both similarities and differences in the lives of men, women and children.</p>	<p>knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> - note connections, contrasts and trends over time and develop the appropriate use of historical terms. ⚔ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities.</p> <p>The effectiveness Anglo-Saxon society depended on discrete skills of its members. Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life.</p> <p>King Alfred was born in 849 at the royal palace in Wantage. He became king in 871 and died in 899. He wanted education for many children.</p> <p>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</p> <p>They travelled in boats called longships and first arrived in Britain around AD 787</p> <p>The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793).</p> <p>They were looking for valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also wanted to claim land and tried to take over much of Britain.</p> <p>They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled in Britain.</p>	<p>Anglo Saxon kingdoms and Danelaw on the UK today.</p> <p>ECONOMIC Know the reasons why Angles, Saxons and Jutes came to Britain and settled. See evidence found in archeological sites of Anglo Saxon trade with other countries. Know about Viking raids, sea trade routes and impact of trade on Anglo Saxon and Viking society.</p>	<p>Explained and evaluated the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources.</p> <p>Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence.</p> <p>Identify similarities and differences between lettering from the present day and the past, understanding the influence of the past on the present.</p> <p>Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence.</p> <p>Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.</p> <p>Address and devise historically valid questions prompted from the handing of artefacts</p>	<p>democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eyewitness, primary source, secondary source, ancient, enemies, reasons, reliable sources</p>
<p>Year 5</p> <p>The Ancient world - Greeks</p> <p>Spring 1</p>	<p>In this unit, the children will learn about The Ancient Greeks and how they have impacted our lives today. The Ancient Greeks lived from approximately 800BC to 31 BC. This time period overlapped with the Roman Empire which resulted in similarities between civilisations but also many differences. This knowledge will help the children to understand that time periods</p>	<ul style="list-style-type: none"> - Ancient Greece – a study of Greek life and achievements and their influence on the western world - continue to develop a 	<p>The Ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks)</p> <p>Ancient Greece had a warm, dry climate, as it does today.</p> <p>Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best- known city states are Athens and Sparta.</p> <p>In Athens, Greek styles of art, architecture, philosophy and theatre were developed.</p>	<p>MILITARY – know about the reasons for the wars between Athens and Sparta.</p> <p>POLITICAL know that the Ancient Greeks wasn’t a single country ruled by a single country, but</p>	<p>Use secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g. democracy), and link aspects of life from Athens and Sparta (competitive sport, culture etc) to modern life. Deepen this understanding by devising historically valid questions. * *</p> <p>Use a range of sources to be able to convey what life was like for a hoplite soldier (primary: images of body armour, sculptures</p>	<p>chronology, chronologically, change civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate,</p>

	<p>overlap and are not necessarily a consecutive chain following on from each other. The Ancient Greek civilisation still influences us today and has impacted the way in which we live in the modern world. In this unit the children will learn about how the Ancient Greeks lived, learned and thought. They will find out about the advances that they made in medicine, sport, theatre, literature and philosophy and how this impacted upon the wider world. The children will discover how sources of evidence can give us an understanding of the past as well as explore the concept of Democracy which originated in Athens in Ancient Greece. Their democratic system has many significant similarities to our modern UK democratic process which have developed overtime to become more inclusive. This will help the children to understand how our modern democratic process and how lifestyles have been shaped by this ancient civilisation.</p>	<p>chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> - note connections, contrasts and trends over time and develop the appropriate use of historical terms. - regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - 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. 	<p>Athens had a democratic government – people who lived there made decisions by voting. In Sparta, there was a strong emphasis on military warfare. In 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them. The first Olympic games were held in 776 in the city-state Olympia. The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. Religion was very important in Ancient Greece. The Ancient Greeks believed there were different gods and goddesses that were in charge of different parts of their lives and temples were built in their honour Some of our alphabet came from the one that the Ancient Greeks used. Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.</p>	<p>was made up of a number of city-states. Understand there was hierarchy in society. Know the reasons why there were city states and the different rulers in the city states. Know that two of the most powerful city states were Athens and Sparta. Know about Greek democracy.</p> <p>SOCIAL AND CULTURAL Know about: hierarchy in society; homes, food, farming; , jobs, buildings, communication; leisure time; religion. Recognise the different civilisations</p> <p>ECONOMIC Know that Ancient Greeks also traded by sea and the impact of trade on Ancient Greece.</p>	<p>and art depictions; secondary: text books, the internet and narration from a historian via documentaries) * *</p> <p>Use maps to study how the Ancient Greeks planned their journeys to trade and compare these with the trade routes of different eras. *</p> <p>Note connections and contrasts between modern worldwide religions and knowledge of who the Ancient Greeks worshiped, supported by research and enquiry. ****</p> <p>Gather, record and present key information from Ancient Greek life at home. Pupils will draw on their skills from previous years to create hypotheses of what life was like for children (in Athens and Sparta) using their research skills to develop and explore their reasoning. *</p>	<p>archaeology, archaeologist, discoveries, monarch, eyewitness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate, change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, industrial, ancestor, trade, media, bias, source, reliability, hypothesis, interpretation, analyse, refine, critically, immigration, cause, consequence, similarity, difference, valid, reliability, trends</p>
<p>Year 5 Summer 1</p>	<p>This unit is a local area study of Hampton Court Palace, a significant historical landmark in the local</p>	<p>Local history study linked to a</p>	<p>To understand the chronology of some key events at Hampton Court Palace and to understand how this fits into British History</p>	<p>Political: to know who the Tudor Kings and Queens were and</p>	<p>Demonstrate an understanding of chronology and of the Tudor period in British history</p>	<p>Tudors, dynasty, monarchy, King and</p>

<p>Hampton Court Palace (local area study)</p>	<p>area. Children will focus on the Palace during the Tudor period. They will investigate why Cardinal Wolsey built the palace and why he gave it to Henry VIII, and learn about the significance of this the national history and the English Reformation. The children will learn about the political significance of Hampton Court Palace, as the location of the Tudor royal court, as well as learning about the palace's place in the social and cultural history of the Tudor period (for example Tudor architecture and food.)</p>	<p>study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>To investigate who built Hampton Court Palace and why</p> <p>To find out why Hampton Court Palace was important to the Tudor monarchs</p> <p>To compare Hampton Court Palace to other Tudor architecture</p> <p>To investigate what food was made in the Hampton Court Palace kitchens</p> <p>To find out what the arrest of Katherine Howard at Hampton Court Palace can tell us about Tudor crime and punishment</p>	<p>to understand what the word 'dynasty' means. To understand the importance of the Tudor Court at Hampton Court Palace.</p> <p>Social and cultural: Understand the term 'Renaissance'. Compare different Tudor buildings and compare life for rich and poor. Find out about crime and punishment.</p> <p>Economic: to compare the houses of richer and poorer Tudors and discuss the reasons for the differences, e.g. windows and glass a sign of wealth. Compare the lives of courtiers and servants.</p>	<p>Understand the chronology of Hampton Court Palace</p> <p>Consider why Hampton Court Palace is a significant place.</p> <p>Compare the lives of servants and courtiers at Hampton Court Palace.</p> <p>Compare different Tudor architecture.</p> <p>Consider how we know about the food cooked in Hampton Court Palace kitchens: primary and secondary sources.</p>	<p>Queen, reign, Heir and successor, timeline, White Rose, Red Rose, Catholic, Protestant, Church of England, Divorce, Execution, Treason, beheading, crime, punishment, gallow, stocks, disease, Cardinal Wolsey, Henry VIII, Renaissance</p>
<p>Year 6 World War 2 and the London Blitz (local area study)</p>	<p>In this unit children will learn about the impact of WW2 on their local area and London as a whole, focusing on the London Blitz of September 1940 – May 1941. Children will find out what the Blitz was and what people did to keep safe. They will make cross-curricular links to Geography by investigating where bombs fell in the local area. They will also learn about what life was like for ordinary people in London at this time, considering the lives of children, including evacuee, comparing the lives of men and women and considering the impact of rationing.</p>	<p>- Local history study linked to a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>- To understand what is meant by 'the Blitz' and when, where and why the Blitz happened</p> <p>- To find out what people did to keep themselves safe during the Blitz</p> <p>- To find out where bombs landed in our local area during the Blitz</p> <p>- To find out what life was like for an evacuee during the Blitz</p> <p>- To find out about why food was rationed during WW2</p> <p>To compare what life was like for men and women during WW2</p>	<p>Military: to find out about the impact of WW2 on London</p> <p>Social and cultural: compare the role of men and women during WW2</p> <p>Economic: find out about rationing and why it was needed.</p>	<p>Understand where the Blitz is positioned in the chronology of WW2 and how WW2 fits into the chronology of British history.</p> <p>Consider how people's lives changed and stayed the same during WW2.</p> <p>Compare the lives of men and women – similarities and differences.</p> <p>Primary and secondary sources.</p>	<p>Blitz, black out, Anderson shelter, air raid, evacuate. evacuee, gas mask, rationing,</p>
<p>Year 6 Spring Mayans</p>	<p>To investigate how and when Europeans encountered the Mayan civilisation. Children will explore how we know about the Mayan civilisation and their way of life. They will explore how Mayan society was organised and how this</p>	<p>- to know how people's lives have shaped this nation and how Britain</p>	<p>To know..</p> <p>Where is Mesoamerica on a world map?</p> <p>- Where did the Maya live and what are the modern day countries?</p> <p>- What is the physical geography like of the Maya? -</p> <p>What are the differences and similarities of Mesoamerica and the UK?</p>	<p>Social and Cultural</p> <p>The Mayans – to know about the way of life in Mayan society and to explore what life is like for modern Mayan</p>	<p>- To locate where the Maya lived on a world map and the modern day countries and cities that are there now</p> <p>- To use a variety of sources to explore the physical geography of Mesoamerica</p>	<p>Civilisation, Mesoamerica, artefact, temple, pyramid, Chicken Itza, cacao, maize, hieroglyphics, scribes,</p>

<p>compares to modern society. To find out about what the Maya believed in, including their religious rites and rituals To use a variety of sources to piece together what life was like for the Maya To explore the achievements of the Maya including their number systems and calendar To investigate the reasons behind the decline of the Mayan civilisation</p>	<p>has influenced and been influenced by the wider world</p> <ul style="list-style-type: none"> - understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> - How were the Mayan ruins discovered by Europeans? - How do archaeologists use evidence to find out about the past? - What facts can we deduce about the Maya from archaeological discoveries? - What is the timeline of Mayan history? - How was the Mayan civilisation and society organised? - What are the roles of different members of Mayan society? - Who did the Maya worship? - What were some of the ways in which Maya worshipped? - How did religion affect people's daily lives? - What was daily life like for the Maya? - What was the writing and number system of the Maya? - What can we learn from the writing discovered from the Maya? - How did the Maya develop the calendar? - What is the difference between Mayan writing and our writing? - How did the Mayan civilisation decline? - Where do we still find the Maya now? - What is life like for modern Maya? - What are differences a 	<p>people and compare this to the life of the Maya in the 1st century</p> <p>To know about the social hierarchy in Mayan society</p> <p>To know about religious beliefs in Mayan society</p> <p>Political</p> <p>Mayans - social hierarchy of the Mayans society and their way of life and to know how society was organised</p> <p>Military</p> <p>The Mayans – to know about city states and war in Mayan society</p>	<ul style="list-style-type: none"> - To explore what life is like for modern Mayan people and compare this to the life of the Maya in the 1st century 	<p>codices, ritual, sacrifice</p>
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EYFS:

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me	Terrific Twickenham	My place in space	In the Garden	Once upon a time	Animalia
UTW	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Comment on images of familiar situations in the past</p> <p>Talk about members of their immediate family and community</p>	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Recognise some environments that are different from the one in which they live</p>	<p><u>ELG: Past and Present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings,</p>	<p><u>ELG: Past and Present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>ELG: People, Culture and Communities</u></p> <p>Know some similarities and differences</p>

					<p>characters and events encountered in books read in class and storytelling</p> <p><u>ELG: People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>
Activities	<p>Black History Month School Houses – all about their pasts and what they are known for.</p>	<p>Twickenham in the past – transport Homes Shops Police and Fire bargade – past and present Places of Worship – Remembrance Day.</p>	<p>London and History – monarchy and past monarch</p>	<p>Farmer in the past and comparing it to the present Gardening in the past and comparing it to the present</p>	<p>History of traditional tales and how stories were written in the past (oral history not written).</p>	<p>Environment and Environmental change overtime</p>