| Curriculum Overview<br>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** |
| **EYFS** | **Marvelous Me** | **Traffic Twickenham** | **My Place in Space** | **In the Garden** | **Once Upon a Time** | **Animal Adventures** |
| **Throughout the EYFS Year** | Understanding the World<br>Children will…<br>Rembers of immediate family and community<br>Comment on images of familiar situation in the past<br>Compare and contrast characters from stories including figures of the past<br>Past – recognise people have different beliefs and celebrate different special times in different ways (past) | | | | | |
| **Early Learning Goals (End of Reception Year)** | End of EYFS<br>Early learning goals<br>Understanding the world – past and present<br>- Talk about the lives of the people around them and their roles in society<br>- Know some similarities and differences between things in the past and now drawing on their experiences and what is being read in class.<br>- Understand the past three settings, characters and events encountered in books, read in class and story telling | | | | | |
| **Year 1** | | | **Spring 1 and 2**<br>**Old Toys, New Toys**<br>**Have children always played with the same toys? What is better, toys from the past or toys now?**<br>1. To create a timeline of myself, from baby to year 1.<br>2. To identify and sort toys into old and new.<br>3. To recognise similarities and differences between old and new toys.<br>4. To compare yours, your parents and grandparents' toys.<br>5. To order toys from oldest to the newest.<br>6. To discuss how the materials from which toys are made have changed over time and why this is the case<br>7. To place toys on a timeline in the chronology in which they were played with<br>8. To understand and use time-related vocabulary such as old, new, past, present, before (I was born), after (I was born), then, now, a long time ago.<br>9. To recognise, name and describe toys from within living memory. | | |
| | | | 10. To recognise and describe toys from before living memory.<br>11. To answer the enquiry question. | | | |

| Year 2 | | Spring 1<br>**Brave Nurses: Florance & Mary**<br>**Why do we still remember Florence Nightingale and Mary Seacole today?**<br><br>1. To know who Florence Nightingale and Mary Seacole were, when they lived and why they were important.<br>2. To know why Mary Seacole travelled to Crimea.<br>3. To compare the lives, achievements and experiences of Florence Nightingale and Mary Seacole.<br>4. To order key events in the lives of Florence Nightingale and Mary Seacole and explain how they helped people.<br>5. To compare medicine in Florence Nightingale's and Mary Seacole's time with medicine today.<br>6. Answering the enquiry question. | Summer 1 and 2<br>**London's Burning!**<br>**Could the Great Fire of London have been prevented?**<br><br>1. To know when the Great Fire of London happened.<br>2. To compare London in 1666 to London today.<br>3. To understand how we find out about the past, including the importance of Samuel Pepys' diary.<br>4. To understand where and how the Great Fire of London started.<br>5. To place the key events of the Great Fire of London in chronological order.<br>6. To identify and compare how fires were extinguished in the 17th century and today.<br>7. To understand the impact of the Great Fire of London.<br>8. To understand how the Great Fire of London changed the city and helped prevent future fires.<br>9. To understand who Christopher Wren was and why he was important.<br>10. Answering the enquiry question. |
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| **KS1 Outcomes** | 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.<br>Pupils should be taught about:<br>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br>- 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]<br>- 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]<br>- significant historical events, people and places in their own locality | | |

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| **Year 3** | **Autumn 2**<br>**Fossil Hunters**<br>**Why is Mary Anning remembered as a significant person in history?**<br><br>1. To understand that dinosaurs existed before humans.<br>2. To use a timeline to understand when dinosaurs lived on Earth.<br>3. To know who Mary Anning was and why she was important.<br>4. To understand the difference between primary and secondary sources.<br>5. To use a range of primary and secondary sources to find out about Mary Anning's life and her fossils discoveries.<br>6. To sequence important events in the life of Mary Anning chronologically.<br>7. Answering the enquiry question. | **Spring 2**<br>**Journey Through the Stone, Bronze and Iron Ages**<br>**Which was better: life in the Stone Age, Bronze Age or Iron Age?**<br>1. To know the meaning of pre-history and how archaeologists find out about the past when nothing is written down.<br>2. To be able to position the Stone Age, Bronze Age and Iron Age on a timeline.<br>3. To find out what life might have been like for people living in the Stone Age, including food, home and tools.<br>4. To investigate what the findings at Skara Brae tell us about people who lived during the Stone Age.<br>5. To find out how life changed for people during the Stone Age and the Bronze Age.<br>6. To know what it would have been like to live during the Iron Age, including homes, trade and weapons.<br>7. Answering the enquiry question. | **Summer 2**<br>**Tombs, Temples and Treasures**<br>**What do the Ancient Egyptians' beliefs about the afterlife tell us about their civilisation?**<br><br>1. To find out when and where in the world the first human civilisations were established, including Ancient Egypt.<br>2. To explore what different artefacts can tell us about life in Ancient Egyptian civilisation.<br>3. To find out about Ancient Egyptian religious beliefs.<br>4. To find out about Ancient Egyptian beliefs about life and death, including the significance of mummies.<br>5. To find out about Ancient Egyptian writing and the importance of the Rosetta Stone.<br>6. To find out what the discovery of Tutankhamun's tomb can tell us about Ancient Egypt.<br>7. Answering the enquiry question. |
| **Year 4** | | **Spring 1**<br>**Rome: The Mighty Empire**<br>**What made the Romans such a powerful civilisation?**<br><br>1. To understand where the Roman Empire began and how it expanded.<br>2. To know and describe the different stages of the Roman invasion of Britain.<br>3. To describe what life was like for different groups of people during the Roman occupation of Britain.<br>4. To explain how Britain changed during the Roman occupation.<br>5. To find out what Hadrian's Wall can tell us about the Romans in Britain.<br>6. To know and name key leaders that influenced Roman Britain and who Boudicca was and why she was important.<br>7. To explain what the Romans brought to Britain and explain the legacy that the Romans left to the British people.<br>8. Answering the enquiry question. | **Summer 1 and 2**<br>**Life in Anglo—Saxon Britain**<br>**Were the Anglo-Saxons and Vikings more similar or more different?**<br>1. To understand why the Romans left Britain and what happened afterwards.<br>2. To identify who the Anglo-Saxons were, where they came from, and how they settled in Britain.<br>3. To understand who the Picts and Scots were and where they lived.<br>4. To explore Anglo-Saxon artefacts and what they reveal about life at the time.<br>5. To describe daily life, beliefs, and religion of the Anglo-Saxons, including events like Lindisfarne.<br>6. To investigate Sutton Hoo and what it tells us about Anglo-Saxon society.<br>7. To explain the Viking invasion, their lifestyle, and their settlement in Britain.<br>8. To understand how Viking and Anglo-Saxon interactions shaped Britain, including Alfred the Great's role.<br>9. To explain how England became unified and the significance of the Battle of Hastings.<br>10. Answering the enquiry question. |

<table>
<tr><td>Year 5</td><td></td><td>Spring 1 and Spring 2<br>Gods, Myths and Mighty Heroes<br>How have the Ancient Greeks shaped the way we live today?<br><br>1. To find out who the Ancient Greeks were and place their civilisation in time.<br>2. To understand the chronology of some key events in Ancient Greek history.<br>3. To understand what daily life was like in Ancient Greece.<br>4. To compare and contrast life in Athens and Sparta.<br>5. To use primary sources to find out about the Olympics in Ancient Greece.<br>6. To compare the Olympics in Ancient Greece to the Olympics today.<br>7. To explore the religious beliefs of the Ancient Greeks.<br>8. To explore what the Ancient Greeks believed about the Trojan War.<br>9. To find out about Ancient Greek art and literature and its legacy throughout history.<br>10. To find out about democracy in Ancient Greece and its legacy today.<br>11. Who was Pythagoras and why is he a significant figure during the Ancient Greeks.<br>12. Answering the enquiry question.</td><td colspan="2">Summer 1<br>Local History: Hampton Court Palace<br>What does Hampton Court Palace tell us about Tudor life and power?<br>1. To know when Hampton Court Palace was built, key events in its history and to understand where it fits on a timeline.<br>2. To know who and why Hampton Court Palace was built and to understand its importance to the Tudor monarchs.<br>3. To know the features of Tudor buildings, daily life in the palace and understand how it compares to other Tudor buildings.<br>4. To know who John Blanke was and what he tells us about Tudor society.<br>5. To recall what we have learnt about Hampton Court Palace and what it shows us about life and power in Tudor times.<br>6. Answering the enquiry question.</td></tr>
<tr><td>Year 6</td><td>Autumn 1<br>Britain at War<br>Why was London such an important target in the Blitz?<br><br>1. To understand what is meant by ‘the Blitz’ and when, where and why the Blitz happened.<br>2. To find out what people did to keep themselves safe during the Blitz.<br>3. To find out where bombs landed in our local area during the Blitz.<br>4. To find out what life was like for an evacuee during the Blitz.<br>5. To find out about why food was rationed during WW2.<br>6. To compare what life was like for men and women during WW2.<br>7. Answering the enquiry question.</td><td></td><td>Summer 1<br>Mayan, Temples and Treasures<br>What happened to the Maya and why does it matter today?<br><br>1. To investigate how and when Europeans first encountered the Mayan civilisation, and to explore how we know about the Maya using a variety of historical sources.<br>2. To explore how Mayan society was organised and compare it with modern society.<br>3. To find out about Mayan beliefs, including their religion, rituals, and ceremonies.<br>4. Answering the enquiry question.</td><td>Summer 2<br>Time Travels: Britain<br>How has Britain changed over time?<br><br>1. To understand how life in early Britain changed over time, including developments in farming, settlements, homes, and technology.<br>2. To explain how Roman, Anglo-Saxon and Viking invasions and settlements shaped and changed Britain.<br>3. To explore how religion, culture and beliefs developed in Britain before 1066 and how they influenced society.<br>4. To evaluate the key changes in Britain by</td></tr>
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| | | | | 1066 and explain the main causes and impact of these developments.<br>5. Answering the enquiry question. |
| **KS2 Outcomes** | 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.<br>Pupils should be taught about:<br>- changes in Britain from the Stone Age to the Iron Age<br>- the Roman Empire and its impact on Britain<br>- Britain's settlement by Anglo-Saxons and Scots<br>- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br>- a local history study<br>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<br>- 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<br>- Ancient Greece – a study of Greek life and achievements and their influence on the western world<br>- 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** |
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| **Communication and Language**<br><br>**ELG: Speaking**<br><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br><br>**Understanding the World**<br>**ELG: Past and Present**<br><br>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.<br><br>Understand the past through settings, characters and events encountered in books being read in class and storytelling. | **Subject content**<br><br>**KS1**<br>● **Changes Within Living memory**<br>● **Events Beyond Living Memory**<br>● **The Lives of significant people**<br>● **Local History: Significant Historical Events, People and Places** | **Subject content**<br><br>**KS2**<br>● **Chronology from the Stone age to 1066**<br>● **Chronology beyond 1066**<br>● **Local Study**<br>● **Ancient civilisations (approx. 3000 years ago)**<br>● **Civilizations from 1000 years ago (and non-European)** |
| | **National Curriculum Programmes of Study; Colour Coded Cross Referencing Key** | |
| | **KS1**<br>**Substantive knowledge**<br>● Develop an awareness of the past<br>**Chronology**<br>● Chronology - Know where the people and events studied fit within a chronological framework<br>**2nd order concepts - Disciplinary knowledge**<br>See below | **KS2**<br>**Substantive knowledge**<br>● Knowledge of Stone Age to present day using substantive concepts and vocabulary<br>**Chronology**<br>● Chronology - Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied<br>**2nd order concepts - Disciplinary knowledge**<br>See below |

| Disciplinary concepts and knowledge | What is this concept and why do we learn it? | | | | | |
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| **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. |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| 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? |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | 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?** | |
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| | 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. | 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. | |
| Military | | Reasons / causes for invasions, battles and wars<br>Consequences of wars<br>Comparison between different periods of time / different countries: similarities and differences.<br>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 |
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| **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. | **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<br><br>**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<br>How the way Britain / UK is ruled has changed / stayed the same throughout history. | | | | |

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| | | Know how maps and political boundaries are affected by changes in government (Anglo Saxon kingdoms; Danelaw; Roman Empire; Norman conquest)<br>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** | | **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.<br>**Florence Nightingale and Mary Seacole** – to know that Florence Nightingale and Mary Seacole lived during the rule of Queen Victoria. | **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)..<br><br>**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 kingdoms and Danelaw on the UK today. | **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**.<br><br>**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 |
| 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.<br>Significant inventions or events which changed societies<br>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 | **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<br><br>**Florence Nightingale and Mary Seacole** – to find out who **Florence Nightingale** and **Mary Seacole** were and how they impacted society. | **Mary Anning and her discoveries** – consider why Mary Annining's discoveries were important and what different people thought about them at the time and time<br><br>**Dawning of the Ages – Stone Age – Iron Age** - Know about: **hierarchy** in **society**; homes, food, farming; jobs, buildings, communication; leisure time; religion. | **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**<br><br>**Hampton Court Palace -** Understand the term 'Renaissance'. Compare different Tudor buildings and compare life for rich | 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<br>To know about the **social hierarchy** in Mayan society<br>To know about **religious beliefs** in Mayan society<br>Victorians – |

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| | | | | | and poor. Find out about crime and punishment. | **The Blitz** – compare the role of men and women during WW2 |
| Economic | | Compare the reasons why different people invaded and settled in Britain<br>Know why trade is important to cultures and civilisations<br>Know about transport and trade routes in Britain's past; compare with trade routes in ancient civilisations throughout the ancient world<br>Significant inventions which made it easier to trade (transport routes, methods of transport.)<br>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.<br><br>Use photographs to talk about their family's past<br>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 **archaeological** 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**.<br>**Romans -** Roman Britain: 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 | **Ancient Greece - to know** that Ancient Greeks also traded by sea and the impact of **trade** on Ancient Greece, including comparing Athens and Sparta.<br><br>**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.<br><br>**The Blitz-** find out about rationing and why it was needed. |

| Overview | EYFS | KS1 (Years 1 and 2) | LKS2 (Years 3 and 4) | UKS2 (Years 5 and 6) |
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| **History Knowledge End Point** | • Using the children's own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national | • Knows that changes occur over time and to consider specific changes within a historical context.<br>• Understands that objects and events in history reflect the era | • Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history<br>• Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. | • Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied.<br>• 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 |

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| | and international festivals or celebrations.<br>• Know which things happened in the distant past or recent past using time such as long ago. | in which they were made/occurred<br>• Recalls specific dates and individuals associated with an historical era<br>• Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. | • Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future.<br>• 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. | • 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.<br>• Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.<br>• Recognise the diversity of modern Britain and how it has impacted communities and the world. |
| **History Skills End Point** | • Can sequence events using basic time words<br>• Can begin to use historical based language – language associated with the passage of time<br>• Can compare and contrast similarity and difference<br>• Can handle artefacts and use evidence to make statements and observations<br>• Can explore artefacts and using them in their own imaginative play | • Can order historical artefacts and key events chronologically<br>• Can illicit information and draw conclusions from primary sources of history.<br>• Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era.<br>• Can articulate historical understanding verbally and through writing.<br>• Can compare related historical and modern objects and consider the influence of an historic event or change in history. | • Can sequence key events from a significant era, showing chronological understanding of this era in relation to others.<br>• Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms<br>• Can use a range of sources and understands how knowledge of the past has been constructed<br>• Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era<br>• Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy. | • Uses chronological awareness to establish clear narratives between within and across periods studied<br>• 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<br>• Uses historical sources to investigate an initial hypothesis and conveys findings and understanding through a range of forms.<br>• Addresses and devises historically valid questions about change, cause, similarity and difference and significance<br>• Makes connections, and recognises contrasts and trends over time and uses appropriate historical terms to articulate knowledge and understanding<br>• Recognise and explain propaganda and bias and how it was used and seen, with examples<br>• 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:**<br>**Chronology**<br>**Similarities and differences**<br>**Identity**<br>**Choices**<br>**Changes and Growth**<br>**Life, nature, exploration** | **See EYFS planning for full breakdown**<br><br>**Objectives (leading to ELG)**<br>● To begin to make sense of my own life story and family history which makes my identity.<br>● To observe changes and comment on them<br>● To find out through questioning and talk about my family.<br>● To compare changes in my life, my family's life, in school, in the local community of Wantage.<br>● To use vocabulary linked to time: past, last year/month/week, yesterday, before, tomorrow, next etc.<br>● To find out about past events and why we celebrate today: Remembrance Day, Christmas Day/Christmas around the world, Diwali, Bonfire night etc<br>● 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<br>● To use vocabulary linked to time: past, last year/month/week, yesterday, before, tomorrow, next etc and comment on changes.<br>● To represent my day on a simple timeline.<br>● To represent my life on a personal timeline.<br>● To talk about and understand changes in my own lifetime. |

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| | | • To talk about the lives of the people around me and their roles in society<br>• To know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class<br>• To understand the past through settings, characters and events encountered in books read in class and through storytelling<br>• Relate the passing of time using key vocab now, next, then, before, after |

| Year Group and theme | Intent/ knowledge | National Curriculum Objectives | Key knowledge | Substantive concepts - | Chronology and Disciplinary Concepts | Key vocabulary |
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| **Year 1**<br><br>**Old Toys and New Toys**<br><br>**Spring 1 and 2** | 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. | Changes in living memory; these should be used to reveal aspects of change in national life | **Have children always played with the same toys?**<br>**What is better, toys from the past or toys now?**<br>1. To create a timeline of myself, from baby to year 1.<br>2. To identify and sort toys into old and new.<br>3. To recognise similarities and differences between old and new toys.<br>4. To compare yours, your parents and grandparents' toys.<br>5. To order toys from oldest to the newest.<br>6. To discuss how the materials from which toys are made have changed over time and why this is the case<br>7. To place toys on a timeline in the chronology in which they were played with<br>8. To understand and use time-related vocabulary such as old, new, past, present, before (I was born), after (I was born), then, now, a long time ago.<br>9. To recognise, name and describe toys from within living memory.<br>10. To recognise and describe toys from before living memory.<br>**11. To answer the enquiry question.** | **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 | 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 | Old, new, differences, similarities, when I was younger, chronology, Victorian, 20th Century, 21st Century |
| **Year 2**<br><br>**Brave Nurses: Florence & Mary**<br><br>**Spring 1** | 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 | The lives of significant individuals in the past who have contributed to National achievements<br><br>Compare life in different periods | **Why do we still remember Florence Nightingale and Mary Seacole today?**<br>1. To know who Florence Nightingale and Mary Seacole were, when they lived and why they were important.<br>2. To know why Mary Seacole travelled to Crimea.<br>3. To compare the lives, achievements and experiences of Florence Nightingale and Mary Seacole.<br>4. To order key events in the lives of Florence Nightingale and Mary Seacole and explain how they helped people.<br>5. To compare medicine in Florence Nightingale's and Mary Seacole's time with medicine today.<br>**Answering the enquiry question.** | **Social and Cultural**<br>To find out about how medicine has changed and why Mary Seacole and/or Florence Nightingale might be seen as significant figures in nursing. | To place key events in the lives of Florence Nightingale and Mary Seacole on a timeline | Chronological, nurse, nursing, medicine, war, conflict, Crimean War, Queen Victoria, significant, |

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| **Y 2**<br><br>**London's Burning!**<br><br>**Summer 1 and 2** | 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<br>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 | **Could the Great Fire of London have been prevented?**<br>1. To know when the Great Fire of London happened.<br>2. To compare London in 1666 to London today.<br>3. To know where and how the Great Fire of London started.<br>4. To order events from the Great Fire of London chronologically on a timeline.<br>5. To understand some of the ways that we find out about the past.<br>6. To understand who Samuel Pepys was and why his diaries are important.<br>7. To identify and compare how fires were extinguished in the 17th century and today.<br>8. To understand the impact of the Great Fire of London.<br>9. To understand who Christopher Wren was and why he was important.<br>10. **Answering the enquiry question.** | **POLITICAL**<br>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.<br><br>SOCIAL AND CULTURAL<br>**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.<br>Write they key points from this key historical event.<br>Find out about the Great Fire by video and other media a local historical landmark and hearing about the changes it caused.<br>Research using historical sources. Compare the London skyline before and after. How and why things changed. Compare to modern day | Bakery<br>Diary<br>Fire engine<br>Firefighter<br>St Paul's Cathedral rebuilt<br>River Thames<br>17th century<br>Samuel Pepys<br>Sir Christopher Wren<br>King Charles II<br>Pudding Lane |
| **Year 3**<br><br>**Fossil Hunters**<br><br>**Autumn 2** | 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 Triassic, Jurassic and Cretaceous periods on a timeline. | - 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.<br>- note connections, contrasts and trends over time and develop the appropriate use of historical terms.<br>- regularly address and sometimes devise historically valid questions about change, cause, | **Why is Mary Anning remembered as a significant person in history?**<br>1. To understand that dinosaurs existed before humans.<br>2. To use a timeline to understand when dinosaurs lived on Earth.<br>3. To know who Mary Anning was and why she was important.<br>4. To understand the difference between primary and secondary sources.<br>5. To use a range of primary and secondary sources to find out about Mary Anning's life and her discovery of fossils.<br>6. To sequence important events in the life of Mary Anning chronologically.<br>7. **Answering the enquiry question.** | | Demonstrate an understanding of chronology and the fact that there was a time before humans.<br><br>Use a range of sources to carry out research. Ask questions about the past that can be investigated<br><br>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) | Dinosaurs, fossil, timeline, chronology, Triassic period, Jurassic period, Cretaceous period, Jurassic coast, palaeontology, scientist, discovery, Ichthyosaurus, extinct, |

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| | | similarity and difference, and significance.<br>- construct informed responses that involve thoughtful selection and organisation of relevant historical information.<br>- understand how our knowledge of the past is constructed from a range of sources. | | | | |
| **Year 3**<br><br>**Journey Through the Stone, Bronze and Iron Ages**<br><br>**Spring 2** | 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. | - changes in Britain from the Stone Age to the Iron Age<br>- 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.<br>- note connections, contrasts and trends over time and develop the appropriate use of historical terms.<br>- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.<br>- construct informed responses that involve thoughtful selection and organisation of relevant | **Which was better: life in Stonge Age or life in the Bronze Age?**<br>1. To understand what prehistory means and how archaeologists learn about the past without written records.<br>2. To place the Stone Age, Bronze Age and Iron Age in chronological order on a timeline.<br>3. To describe what life was like during the Stone Age, including food, homes, tools, and what discoveries such as Skara Brae reveal about people's lives.<br>4. To explain how life changed from the Stone Age to the Bronze Age.<br>5. To describe what life was like during the Iron Age, including homes, trade and weapons.<br>**Answering the enquiry question.** | **MILITARY**<br>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.<br><br>**POLITICAL**<br>- 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.<br><br>**SOCIAL AND CULTURAL**<br>Know about: **hierarchy** in **society**; homes, food, farming; jobs, buildings, communication; leisure time; religion. Know the word **settlements**<br><br>**ECONOMIC** look at the growth of **trade** | Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits<br><br>Use a range of sources to carry out research. Ask questions about the past that can be investigated<br><br>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)<br><br>Identify and describe reasons for and results of changes in the periods<br>Identified how natural materials available influenced changes<br>Compare life in different time periods (e.g. stone age and modern human) What things have continued and why? What has developed?<br><br>Compare people, places and groups through the eras | |

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| | | historical information.<br>- understand how our knowledge of the past is constructed from a range of sources. | | during the Bronze and Iron Age; the evidence of **traded goods** found in graves; | | |
| **Year 3**<br><br>**Egyptians - Tombs, Temples and Treasures**<br><br>**Summer 2** | 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. | - 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 | **What do the Ancient Egyptians' beliefs about the afterlife tell us about their civilisation?**<br>1. To find out when and where in the world the first human civilisations were established, including Ancient Egypt.<br>2. To explore what different artefacts can tell us about life in Ancient Egyptian civilisation.<br>3. To find out about Ancient Egyptian religious beliefs.<br>4. To find out about Ancient Egyptian beliefs about life and death and the significance of mummies.<br>5. 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.<br>**Answering the enquiry question.** | **Political:**<br>Tutankhamun and the role of the pharaoh in Ancient Egypt<br><br>**Social/Cultural:**<br>Ancient Egyptian religious beliefs and beliefs about life and death; the development of writing | Place Ancient civilisations on a timeline.<br><br>Use primary and secondary sources to find out about life in Ancient Egypt.<br><br>Consider why the development of writing is significant. | **Egypt, Egyptian, Pharaoh, King, Nile, Archaeologist, embalming, sarcophagus, shadow, obelisk, pyramid, papyrus, hieroglyphs, irrigation, gods (Ra, Osiris, Isis, Horus, Thoth, Hathor), Tutankhamun, mummification.** |
| **Year 4**<br><br>**Rome: The Mighty Empire**<br><br>**Spring 1** | 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 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. | - 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.<br>- note connections, contrasts and trends over time and develop the appropriate use of historical terms.<br>- regularly address and sometimes | **What made the Romans such a powerful civilisation?**<br>1. To understand where the Roman Empire began and how it expanded.<br>2. To know and describe the different stages of the Roman invasion of Britain.<br>3. To describe what life was like for different groups of people during the Roman occupation of Britain.<br>4. To explain how Britain changed during the Roman occupation.<br>5. To find out what Hadrian's Wall can tell us about the Romans in Britain.<br>6. To know and name key leaders that influenced Roman Britain and who Boudicca was and why she was important.<br>7. To explain what the Romans brought to Britain and explain the legacy that the Romans left to the British people.<br>**Answering the enquiry question.** | **MILITARY**<br>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 **invasion**, **conquer** and **defeat**.<br><br>**POLITICAL**<br>- 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 | 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.<br><br>Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip, immersive experiences.<br><br>Compare Britain and Rome in the same era using a comparative table following class discussion.<br><br>Research Roman life and Armies - using primary and secondary sources<br><br>Undertake critical thinking by asking questions about a historical era and making and conveying value judgements<br><br>Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference. | |

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| | | devise historically valid questions about change, cause, similarity and difference, and significance.<br>- construct informed responses that involve thoughtful selection and organisation of relevant historical information. | | Britain was ruled after the Romans left. #<br><br>**SOCIAL AND CULTURAL**<br>- Know about: **hierarchy** in **society**; homes, food, farming; jobs, buildings, communication; leisure time; religion. Use the word **settlements**<br><br>**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 | Organisation and selection of relevant historical information, including artefacts, primary and secondary sources.<br>Develop understanding of how our knowledge of the past is constructed from a range of sources. | |
| **Year 4**<br><br>**Life in Anglo-Saxon Britain**<br><br>**Summer 1 and 2** | 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 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 | - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br>- 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.<br>- note connections, contrasts and trends over | **Were the Anglo-Saxons and Vikings more similar or more different?**<br>1. To understand why the Romans left Britain and what happened afterwards.<br>2. To identify who the Anglo-Saxons were, where they came from, and how they settled in Britain.<br>3. To understand who the Picts and Scots were and where they lived.<br>4. To explore Anglo-Saxon artefacts and what they reveal about life at the time.<br>5. To describe daily life, beliefs, and religion of the Anglo-Saxons, including events like Lindisfarne.<br>6. To investigate Sutton Hoo and what it tells us about Anglo-Saxon society.<br>7. To explain the Viking invasion, their lifestyle, and their settlement in Britain.<br>8. To understand how Viking and Anglo-Saxon interactions shaped Britain, including Alfred the Great's role.<br>9. To explain how England became unified and the significance of the Battle of Hastings.<br>**Answering the enquiry question.** | **POLITICAL**<br>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 Anglo Saxon kingdoms and Danelaw on the UK today.<br><br>**ECONOMIC**<br>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 | 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.<br><br>Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources.<br><br>Explained and evaluated the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources.<br><br>Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence.<br><br>Identify similarities and differences between lettering from the present day and the past, understanding the influence of the past on the present. | (As Y3) + in the…century, in the…decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eyewitness, primary source, secondary source, ancient, enemies, reasons, reliable sources |

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| | 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. | time and develop the appropriate use of historical terms. ϖ regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.<br>- construct informed responses that involve thoughtful selection and organisation of relevant historical information. | | trade on Anglo Saxon and Viking **society**. | Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence.<br><br>Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period.<br><br>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.<br><br>Address and devise historically valid questions prompted from the handing of artefacts | |
| **Year 5**<br><br>**Greeks - Gods, Myths and Mighty Heroes**<br><br>**Spring 1 and 2** | 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 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 | - Ancient Greece – a study of Greek life and achievements and their influence on the western world<br>- 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.<br>- note connections, contrasts and | **How have the Ancient Greeks shaped the way we live today?**<br>1. To find out who the Ancient Greeks were and place their civilisation in time.<br>2. To understand the chronology of some key events in Ancient Greek history.<br>3. To understand what daily life was like in Ancient Greece.<br>4. To compare and contrast life in Athens and Sparta.<br>5. To use primary sources to find out about the Olympics in Ancient Greece.<br>6. To compare the Olympics in Ancient Greece to the Olympics today.<br>7. To explore the religious beliefs of the Ancient Greeks.<br>8. To explore what the Ancient Greeks believed about the Trojan War.<br>9. To find out about Ancient Greek art and literature and its legacy throughout history.<br>10. To find out about democracy in Ancient Greece and its legacy today.<br>11. Who was Pythagoras and why is he a significant figure during the Ancient Greeks.<br>12. **Answering the enquiry question.** | **MILITARY –**<br>know about the reasons for the wars between **Athens** and **Sparta**.<br><br>POLITICAL<br>know that the Ancient Greeks wasn't a single country ruled by a single country, but 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**. | 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.<br><br>Use a range of sources to be able to convey what life was like for a hoplite soldier (primary: images of body armour, sculptures and art depictions; secondary: text books, the internet and narration from a historian via documentaries)<br><br>Use maps to study how the Ancient Greeks planned their journeys to trade and compare these with the trade routes of different eras.<br><br>Note connections and contrasts between modern worldwide religions and knowledge of who the Ancient Greeks worshiped, supported by research and enquiry.<br><br>Gather, record and present key information from Ancient Greek life at home. Pupils will draw on their skills from previous years to | chronology, chronologically, change civilisation, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, 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, |

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| | 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. | trends over time and develop the appropriate use of historical terms.<br>- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.<br>- construct informed responses that involve thoughtful selection and organisation of relevant historical information.<br>- understand how our knowledge of the past is constructed from a range of sources. | | **SOCIAL AND CULTURAL**<br>Know about: **hierarchy** in **society**; homes, food, farming; , jobs, buildings, communication; leisure time; religion.<br>Recognise the different **civilisations**<br><br>**ECONOMIC**<br>Know that Ancient Greeks also traded by sea and the impact of **trade** on Ancient Greece. | create hypotheses of what life was like for children (in Athens and Sparta) using their research skills to develop and explore their reasoning. | government, citizen, religious, industrial, ancestor, trade, media, bias, source, reliability, hypothesis, interpretation, analyse, refine, critically, immigration, cause, consequence, similarity, difference, valid, reliability, trends |
| **Year 5**<br><br>**Local History: Hampton Court Palace**<br><br>**Summer 1** | This unit is a local area study of Hampton Court Palace, a significant historical landmark in the local 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 pollical 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.) | - 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. | **What does Hampton Court Palace tell us about Tudor life and power?**<br>1. To know when Hampton Court Palace was built, key events in its history and to understand where it fits on a timeline.<br>2. To know who and why Hampton Court Palace was built and to understand its importance to the Tudor monarchs.<br>3. To know the features of Tudor buildings, daily life in the palace and understand how it compares to other Tudor buildings.<br>4. To know who John Blanke was and what he tells us about Tudor society.<br>5. To recall what we have learnt about Hampton Court Palace and what it shows us about life and power in Tudor times.<br>6. **Answering the enquiry question.** | **Political:** 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.<br>**Social and cultural: U**nderstand the term 'Renaissance'.<br>Compare different Tudor buildings and compare life for rich and poor. Find out | Demonstrate an understanding of chronology and of the Tudor period in British history<br>Understand the chronology of Hampton Court Palace<br>Consider why Hampton Court Palace is a significant place.<br>Compare the lives of servants and courtiers t Hampton Court Palace.<br>Compare different Tudor architecture.<br>Consider how we know about the food cooked in Hampton Court Palace kitchens: primary and secondary sources. | |

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| | | | | about crime and punishment.<br>**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.<br>Compare the lives of courtiers and servants. | | |
| **Year 6**<br><br>**Britain at War (WWII and The Blitz)**<br><br>**Autumn 2** | 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. | 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. | **Why was London such an important target in the Blitz?**<br><br>1. To understand what is meant by 'the Blitz' and when, where and why the Blitz happened.<br>2. To find out what people did to keep themselves safe during the Blitz.<br>3. To find out where bombs landed in our local area during the Blitz.<br>4. To find out what life was like for an evacuee during the Blitz.<br>5. To find out about why food was rationed during WW2.<br>6. To compare what life was like for men and women during WW2.<br>7. **Answering the enquiry question.** | **Military:** to find out about the impact of WW2 on London<br>**Social and cultural:** compare the role of men and women during WW2<br>**Economic:** find out about rationing and why it was needed. | Understand where the Blitz is positioned in the chronology of WW2 and how WW2 fits into the chronology of British history.<br>Consider how people's lives changed and stayed the same during WW2.<br>Compare the lives of men and women – similarities and differences.<br>Primary and secondary sources. | Tudors, dynasty, monarchy, King and 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 |
| **Year 6**<br><br>**Mayan, Temples and Treasures**<br><br>**Summer 1** | 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 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 | - to know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world<br>- understand how our knowledge of the past is constructed from a range of sources. | **What happened to the Maya and why does it matter today?**<br><br>1. To investigate how and when Europeans encountered the Mayan civilisation.<br>2. To explore how we know about the Mayan civilisation using a variety of sources.<br>3. To understand how Mayan society was organised and how this compares to modern society.<br>4. To explore what the Maya believed, including their religious rites and rituals.<br>5. **Answering the enquiry question.** | **Social and Cultural**<br>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<br>To know about the **social hierarchy** in Mayan society<br>To know about **religious beliefs** in Mayan society<br>**Political**<br>**Mayans - social hierarchy** of the Mayans society and their way of life and | To locate where the Maya lived on a world map and the modern-day countries and cities that are there now<br>To use a variety of sources to explore the physical geography of Mesoamerica<br>To explore what life is like for modern Mayan people and compare this to the life of the Maya in the 1st century | Blitz, black out, Anderson shelter, air raid, evacuate. evacuee, gas mask, rationing, |

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| | | | | to know how society was organised<br>**Military**<br>The Mayans – to know about **city states and war** in Mayan society | | |
| **Year 6**<br><br>**Time Travels: Britain**<br><br>**Summer 2** | | - | **How has Britain changed over time?**<br><br>1. To understand how people's lives changed in early Britain, including developments in farming, homes, and technology.<br>2. To explain how invasions and settlements (e.g. Romans, Anglo-Saxons, and Vikings) changed Britain.<br>3. To explore how religion and beliefs developed in Britain before 1066.<br>4. To identify the keyways Britain had changed by 1066 and explain what caused these changes.<br>5. **Answering the enquiry question.** | | - | Civilisation, Mesoamerica, artefact, temple, pyramid, Chicken Itza, cacao, maize, hieroglyphics, scribes, codices, ritual, sacrifice |

## EYFS:

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Marvellous me | Terrific Twickenham | My place in space | In the Garden | Once upon a time | Animalia |
| UTW | Talk about members of their immediate family and community<br>Name and describe people who are familiar to them<br>Understand that some places are special to members of their community<br>Recognise that people have different beliefs and celebrate special times in different ways | Comment on images of familiar situations in the past<br>Talk about members of their immediate family and community | Comment on images of familiar situations in the past<br>Compare and contrast characters from stories, including figures from the past | Recognise some environments that are different from the one in which they live | ELG: Past and Present<br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class<br>Understand the past through settings, characters and events encountered in books read in class and storytelling<br><br>ELG: People, Culture and Communities<br>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 | ELG: Past and Present<br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class<br>Understand the past through settings, characters and events encountered in books read in class and storytelling<br>ELG: People, Culture and Communities<br>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 |
| Activities | Black History Month<br>School Houses – all about their pasts and what they are known for. | Twickenham in the past – transport<br>Homes<br>Shops<br>Police and Fire brigade – past and present<br>Places of Worship – Remembrance Day. | London and History – monarchy and past monarch | Farmer in the past and comparing it to the present<br>Gardening in the past and comparing it to the present | History of traditional tales and how stories were written in the past (oral history not written). | Environment and Environmental change overtime |