



### National Curriculum

#### History in EYFS:

- 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 read in class and storytelling.

#### Pupils should be taught in KS1:

- 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.

#### Pupils should be taught in KS2:

- changes in Britain from the Stone Age to the Iron Age
- a local history study
- 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 document- Year on year

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Concepts	<p>Talk about past and present events in their own lives and in the lives of family members</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Describe and discuss historical events beyond living memory</p> <p>Describe significant people from the past</p> <p>Use a timeline to develop chronological language eg past, present, older, newer</p> <p>Develop understanding of changes within living memory eg toys, homes, transport</p> <p>Develop understanding of local history eg historical events, people and places</p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally)</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance</p> <p>Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods</p> <p>Know about changes within living memory and how they affected changes in national life eg toys, homes, transport</p>	<p>Compare different eras considering similarities and differences</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p>	<p>Extend chronological understanding by exploring a theme over time eg leisure, Entertainment</p> <p>Understand how Britain has influenced and been influenced by the wider world</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p>	<p>Explore trends, looking at continuity/change and similarity /difference/significance</p> <p>Examine different aspects of history eg social, cultural, political and religious</p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p> <p>Extend chronological understanding by</p>	<p>Establish clear narratives within and across periods by using secure chronological understanding</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p> <p>Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts</p> <p>Examine different aspects of history eg social, cultural,</p>

			Know about local historical events, people and places			exploring a theme over time eg crime and punishment	political and religious, in different contexts  Gain historical perspective by making connections between local, national and international history
Key vocabulary		Use historical vocabulary eg past, present, long ago, timeline	Know about local historical events, people and places	Develop a range of historical vocabulary eg artefact, chronology, invade, settle	Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy	Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political	Develop and apply a range of historical vocabulary eg influential, narratives, perspective
Questions		Ask some questions about the past	Ask wide range of questions about the past using parts of stories and sources	Understand what types of question are historically-valid and identify how to find the answer	Regularly generate and answer a range of historically-valid questions about similarities and differences	Address and devise a wide range of historically-valid questions about change and cause	Address and devise a wide range of historically-valid questions about change, cause, impact and significance
Stories and sources		Use artefacts, pictures, stories and online sources to find out about the past  Be introduced to different	Use range of artefacts, pictures, stories and online sources to answer historical questions	Begin to understand how knowledge of the past is constructed from a range of sources  Develop understanding of how and why the	Understand how knowledge of the past is constructed from a range of sources  Understand how and why the past is	Understand how knowledge of the past is constructed from a range of sources	Construct informed responses that involve thoughtful selection and organisation of

		representations of the past and discuss similarities and differences	Understand different representations of the past by drawing comparisons	past is represented in different ways  Select key information from a range of sources to answer an historical question	represented in different ways and explain this  Select and organise relevant information from a wider range of sources to answer a historical question	Understand how evidence is used rigorously to make historical claims  Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda  Construct informed responses that involve thoughtful selection and organisation of relevant historical information	relevant historical information  Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda  Explain why contrasting arguments and interpretations of the past exist
KEY VOCABULARY TAUGHT		Use historical vocabulary eg past, present, long ago, timeline					

## Topics Overview

		Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Cycle A</b> 2022-2023	This is us Let's celebrate Baa Quack Moo Overground/ Underground	Science- I'm a Survivor History- The lady with the lamp Geography- Arctic adventures History- Life long ago History-Castles Geography- In the Jungle	History – Tomb raider Geography – mountains and rivers Science – light and dark Science – healthy me Geography – stars and stripes History – Divide and conquer	History – Great Greece Geography – Mighty Mayans Science – Space History – Bletchley park Geography- across the ocean Geography – Exciting explorers
<b>Cycle B</b> 2023 - 2024	To the rescue Oh I do like to be beside the seaside	Science-Marvellous Minibeasts History- The great fire of London History- Transport through time Science-Growing up Geography- Sink or swim Geography- Waste not want not	History – Rotten Romans Geography – Volcanos History – Heads will roll Geography – It's a wonderful world History – From stone age to iron age Geography – my MK	History – Titanic Geography – Rainforests History – Vile Victorians History – Shakespeare's sagas Geography – Where land meets the sea Science – Fitness or football

Autumn 1

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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Cycle A	<p><b>This is us</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past</p>	Cycle A		<p>Tomb Raider 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</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>To know who the Ancient Egyptians were and what their daily life was like</li> <li>To know what a Pharaoh is and who Tutankhamun was</li> <li>To be able to describe the mummification process and share why pyramids were built (include the use of hieroglyphics to write the individuals life story on the tomb)</li> <li>To be able to identify significant Egyptian Gods and explain why were sacred to the Egyptians</li> <li>To be able to explain how our knowledge of this time period is constructed using a range of sources (include images of artefacts that have been found within the tombs)</li> <li>To be able to order significant events within the Egyptian civilization chronologically</li> </ul> <p><b><u>Key Vocabulary</u></b> Ancient Egyptian, civilization, Egypt, River Nile, pharaoh, Tutankhamun, mummification, pyramids, hieroglyphics, tomb, Egyptian Gods, sources of</p>	Cycle A	<p>Great Greece a study of Greek life and achievements and their influence on the western world</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>To Know who the Ancient Greeks were and when the civilisation existed</li> <li>To be able to order significant events chronologically on a timeline</li> <li>To know about the Greek Empire, how it was established and the impact that it had on the wider world</li> <li>To be able to explain the religious beliefs of the Ancient Greeks and know some of the gods that they worshipped</li> <li>To be able to describe the Ancient Greek writing system</li> <li>To be able to explain how we know about this period in time through a range of evidence sources</li> </ul> <p><b><u>Key Vocabulary</u></b> Ancient, civilization, empire, chronological, battle, invasion, impact, religion, gods, worshipped, writing system, evidence, sources, primary source, secondary source, artefacts, legacy, democracy</p> <p><b><u>Key Knowledge</u></b></p>
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				<p>evidence, artefacts, chronological, conquer, reign</p> <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The ancient Egyptians lived over 5000 years ago from 3100BC to 30BC</li> <li>• They settled along parts of the River Nile (the world's longest river) now known as Egypt</li> <li>• There was a variety of different jobs including scribes, bakers, priests, doctors, craftsmen, merchants and farmers</li> <li>• Pharaohs were rulers who were seen as religious leaders and the bridge between the gods and the Egyptians</li> <li>• Tutankhamun was the most famous Pharaoh</li> <li>• Tutankhamun became a Pharaoh at 9 years old and changed everything to do with religion which made him popular with the civilization</li> <li>• Ancient Egyptians believed in the afterlife so they preserved their body through mummification</li> <li>• People were buried in a tomb, also known as a pyramid, surrounded by their worldly possessions in preparation for the afterlife</li> <li>• Once someone was buried in a pyramid, their life story would be written in hieroglyphics around the tomb</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece was made up of city states, the most important being Athens, Corinth and Sparta</li> <li>• There would often be battles between the city states but they would sometimes join together to defend against a common enemy</li> <li>• The ancient Greek Civilisation spanned between 1200BC to 146BC</li> <li>• 776BC – The first Olympic games was held</li> <li>• 508BC – Democracy begins in Athens</li> <li>• 490BC – The Greeks defend their land against Persian invaders in the battle of Marathon</li> <li>• 480BC – The Greeks defend against the Persians again in the Battle of Salamis</li> <li>• 480BC – The Persians defeat the Greeks in the Battle of Thermopylae</li> <li>• 472BC – Theatres become popular in Greece</li> <li>• 432BC – The Parthenon in Athens is completed</li> <li>• 431BC – The Peloponnesian Wars between Sparta and Athens. Sparta defeats Athens</li> <li>• 336BC – Alexander the Great becomes king of the Greeks after his father died (link to the Vikings and Anglo-Saxon unit in ¾)</li> </ul>
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				<ul style="list-style-type: none"> <li>• Hieroglyphics were one of the first formal writing systems where they used images to represent letters</li> <li>• There were more than 2000 ancient Egyptian Gods, many of which took human form with an animal head</li> <li>• Egyptians believed that the gods would guide them through the chaos so that they could live a good and harmonious life to go to the afterlife</li> <li>• We know a significant amount about the ancient Egyptians because of artefacts found in tombs, the mummification process, pyramids and Egyptians keeping written records in the form of hieroglyphics</li> <li>• 3100BC – Egyptians started to settle along the Nile</li> <li>• 2950-2575BC – The first pyramid was built (the step pyramid)</li> <li>• 2575-2150BC – The Great Pyramids of Egypt are built at Giza and Dahshur</li> <li>• 1333-1323BC – Tutankhamun reigns</li> <li>• 1017-715BC – The Nubians conquer Egypt</li> <li>• 525BC – The Persians Conquer Egypt</li> <li>• 332BC – Alexander the Great conquers Egypt</li> <li>• 51 – 30BC – Cleopatra VII reigns</li> <li>• 30BC – Egypt becomes part of the Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>• 146BC – The Romans defeat the Greeks at the battle of Corinth and Greece becomes part of the Roman Empire (Link to the Romans in ¾)</li> <li>• Alexander the Great established the Greek empire when he invaded many countries</li> <li>• The empire was maintained by enslaving people</li> <li>• The wider world around Greece was impacted because many of them became part of the Greek Empire, some through force and some surrendered through an agreement</li> <li>• The Ancient Greeks believed in Gods and Goddesses. They each represented an aspect of humanity</li> <li>• Zeus was the god of the sky and the King of Olympus</li> <li>• Poseidon was the god of the sea</li> <li>• Ares was the god of war</li> <li>• Aphrodite was the goddess of love and beauty</li> <li>• The Greeks created a writing system that used a series of letters which most modern alphabet systems are based on</li> <li>• The Greeks kept extensive written records from their Empire which have been used as primary sources of evidence when exploring this period of time</li> </ul>
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							<ul style="list-style-type: none"><li>Artefacts are a primary source of evidence that are used to understand what this period in time was like</li></ul>
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Cycle B	<p><b>This is us</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past</p>	Cycle B		<p>Rotten Romans the Roman Empire and its impact on Britain</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>● To understand where the Roman Empire began</li> <li>● To understand the social structure and organisation of ancient Rome</li> <li>● To be able to carry out historical research to find out what daily life was like in Ancient Rome (use a variety of sources including images of artefacts etc)</li> <li>● To be able to use research skills to find out about Julius Caesar (use a variety of sources)</li> <li>● To understand the events that took place during 'Boudicca's Rebellion'</li> <li>● To be able to chronologically order events during the Roman Invasion of Britain (introduce Hadrian's wall)(ensure the children understand how we know all of this information about the past)</li> <li>● To be able to understand the impact the Roman's have had on our lives (include the building of roads)</li> </ul>	<p>Titanic a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Learning Intentions:</p> <ul style="list-style-type: none"> <li>● To understand what the Titanic was and what happened to it</li> <li>● To be able to chronologically order events in history</li> <li>● To understand that the past is represented in different ways (include the difference between primary and secondary evidence as well as validity of evidence)</li> <li>● To be able to compare and contrast society in 1912 to now (use a range of sources of evidence including photos, diary entries etc)</li> <li>● To understand the reasons and impact of historical events such as the Titanic</li> <li>● To be able to present the knowledge that I have gained by asking historically valid questions</li> </ul> <p><b>Key Vocabulary</b> Passenger liner, Passenger course Iceberg, Unsinkable, Atlantic Ocean, Captain, Tragedy, Crew, Class, Voyage,</p>
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				<p>Links to DT - catapults</p> <p><b><u>Key Vocabulary</u></b></p> <p>Empire, Social structure, Emperor, Boudicca, Rebellion, BC/AD, Invasion, Hadrian's Wall, Impact.</p> <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The first Romans lived in Rome, Italy</li> <li>• The Emperor was the ruler of the Roman Empire</li> <li>• Senators advised the Emperor</li> <li>• Equestrians were business men</li> <li>• Soldiers served in the army to defend the empire</li> <li>• Plebeians were the working class</li> <li>• Slaved were the property of their master and forced to work</li> <li>• Rich people lived in large houses whereas poorer Romans lived in apartments called insulas</li> <li>• Meat was expensive so most people ate a mixture of fruits, vegetables, porridge, fish and eggs</li> <li>• Only boys from rich families would attend school</li> <li>• Romans were keen on hygiene and cleanliness so they created roman baths and public toilets that were connected to sewers</li> <li>• Julius Caesar was a Roman General that invaded Britain twice to try and gain the land to add to their Roman Empire</li> <li>• Boudicca rebelled against the Romans in 60AD after they seized</li> </ul>	<p>Primary and secondary source</p> <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The Titanic was a British passenger liner boat that could carry 2000 passengers and crew</li> <li>• On its first voyage from Southampton to New York, it sank after hitting an ice berg</li> <li>• 31<sup>st</sup> March 1909 – Titanic is built</li> <li>• 2<sup>nd</sup> April 1912 – Titanic leaves Belfast where it was built for Southampton</li> <li>• 10<sup>th</sup> April 1912 – Titanic sets sail for New York</li> <li>• 14<sup>th</sup> April 1912 – Titanic hits an iceberg and some of the compartments flood</li> <li>• 15<sup>th</sup> April 1912 – Lifeboats are launched and the boat sinks in a number of stages. 2 hours later the ship Carpathia picks up the lifeboats and takes them to New York</li> <li>• Captain Smith ignored ice berg warnings</li> <li>• Primary sources of evidence are direct or first hand evidence about an event which could include eyewitness accounts and artefacts</li> <li>• Secondary sources of evidence provide second-hand information.</li> <li>• In 1912, society was split into classes and life in those different classes were very different</li> </ul>
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				<p>the land and the wealth of the Iceni tribe</p> <ul style="list-style-type: none"> <li>• 753BC – The building of Rome begins</li> <li>• 202BC – Rome conquers territories outside of Italy</li> <li>• 133BC – The Roman Empire spreads across Europe</li> <li>• 55BC – Julius Caesar first attempts to invade Britain</li> <li>• 54BC – Julius Caesar attempts to invade Britain again but fails</li> <li>• 43AD – Emperor Claudius succeeds in conquering Britain</li> <li>• 122AD – The building of Hadrian's wall is started</li> <li>• 410AD – Roman Rule in Britain ends</li> <li>• We know about the Roman Period due to roman remains, artefacts and written documents</li> <li>• The Roman's impacted British life by building sewer systems, building straight roads to connect their Roman towns, introducing animals including rabbits, Christianity, toilets, measurements and coins</li> </ul>	<ul style="list-style-type: none"> <li>• The disaster impacted the rules and regulations for ships in the future. They recommended that: Ships should carry sufficient lifeboats for all passengers, ship radios should be manned 24hrs a day, regular lifeboat drills should be held, speed should reduce in ice, fog or other areas of possible danger.</li> </ul>
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Autumn 2

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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Cycle A		<p>The Lady with the Lamp the lives of significant individuals in the past who have contributed to national and international achievements. (The Queen, King Charles, Florence Nightingale, Mary Seacole)</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>To know who Florence Nightingale was and why she is called 'The Lady with the Lamp'</li> <li>To be able to order significant events in Florence Nightingale's career chronologically</li> <li>To be able to explain the impact that Florence had on hospitals and patient care</li> <li>To know who Mary Seacole is and how she knew Florence Nightingale</li> <li>To be able to identify the impact that Mary Seacole had in medicine</li> <li>To be able to explain why Florence Nightingale and Mary Seacole are significant individuals in national and international History</li> </ul> <p><b><u>Key Vocabulary</u></b></p>	Cycle A	<p>Might Mayans 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. 2x afternoon sessions pulling all of their knowledge together and comparing with a British society</p> <p><b><u>Session One</u></b></p> <ul style="list-style-type: none"> <li>To be able to share the knowledge that I have learnt about the Mayans</li> <li>To be able to ask historical questions to improve my knowledge and research to find the answer</li> <li>To be able to recall my knowledge of the Romans and the Roman Empire (Retrieve knowledge from Yr3/4 – Children who are new to the school and have not studied the Romans to have a series of questions to research to give them a basic understanding of who the Romans were and what society was like to live in)</li> </ul> <p><b><u>Session Two</u></b></p> <ul style="list-style-type: none"> <li>To be able to contrast what life was like in the Mayan civilisation and the Roman Empire</li> </ul>
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		<p>Florence Nightingale, Nurse, Hospital, Crimean War, Soldiers, Sanitation, Chronological, impact, Mary Seacole, Medicine, care, significant, History</p> <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Florence Nightingale was a nurse</li> <li>• When the Crimean War broke out, she went to Turkey to treat injured Soldiers</li> <li>• She was called the Lady with the lamp because she used to carry round a lamp to check on her patients during the night</li> <li>• 1820 – Florence was born</li> <li>• 1851 – She became a nurse</li> <li>• 1853 – She became superintendent at a medical centre for women in London</li> <li>• 1853 – The Crimean War broke out</li> <li>• 1854 – Florence went to Turkey to care for wounded soldiers</li> <li>• 1856 – The Crimean War ended and Florence returned to England</li> </ul>			<ul style="list-style-type: none"> <li>• To be able to use evidence to support my argument and reasoning (Class Debate – Was it better to live during the Mayan civilization or the Roman Empire?)</li> </ul>
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		<ul style="list-style-type: none"> <li>• 1860 – Florence opened the Nightingale Training school to train new nurses</li> <li>• 1883 – She was awarded a Royal Red Cross by the Queen</li> <li>• 1910 – Florence died</li> <li>• Florence changed the way that hospitals looked after their patients – All patients got their own bed and were given good food</li> <li>• She changed the way that people thought about nurses- They were seen as important</li> <li>• She made hospitals cleaner – Hospitals were dirty and had rats</li> <li>• She trained new nurses to help more sick people get better</li> <li>• Mary Seacole was a Jamaican nurse who wanted to help soldiers get better</li> <li>• Mary visited Florence’s hospital in Turkey and ran a clinic to care for ill soldiers</li> <li>• Mary would also give care in the middle of battle</li> <li>• Mary changed people’s opinions on Nurses</li> </ul>				
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			<ul style="list-style-type: none"><li>• She risked her life to save people in the middle of a war</li><li>• She opened the British Hotel in Balaclava to provide soldiers with supplies and food as well as caring for them in a clinic</li><li>• They are significant nationally and internationally because they change the way that hospitals were ran and emphasised the importance of trained nurses to look after patients.</li></ul>			
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Cycle B		<p>Panic on Pudding Lane events beyond living memory that are significant nationally or globally</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>• To be able to describe what happened in the Great Fire of London</li> <li>• To be able to understand why the Great Fire of London started</li> <li>• To be able to sequence events in chronological order on a timeline</li> <li>• To be able to explain how we know about events from the past from significant individuals</li> <li>• To be able to describe the impact that the Great Fire had on London</li> <li>• To know the similarities and differences between life now and life during the Great Fire of London</li> </ul> <p><b><u>Key Vocabulary</u></b> Great Fire of London, London, fire, Pudding Lane, Chronological, alight, Tower of London, St Pauls Cathedral, fire break, River Thames, diary,</p>	Cycle B	Cycle B
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		<p>Samuel Pepys, leather bucket, fire hooks, rebuilt, architect, impact, compare.</p> <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The GFOL started on 2<sup>nd</sup> September 1666 on Pudding Lane</li> <li>• Thomas Farriner left his oven alight in his bakery causing the fire to start</li> <li>• The fire spread quickly due to high winds, the houses being built close together and they were built from wood and straw</li> <li>• 2<sup>nd</sup> September 1666 AM – Fire started in the Early hours</li> <li>• 2<sup>nd</sup> September 1666 AM – Samuel Pepys started his diary</li> <li>• 2<sup>nd</sup> September 1666 PM – Houses were pulled down with fire hooks</li> <li>• 3<sup>rd</sup> September 1666 AM – People escaped on the River Thames on boats</li> <li>• 3<sup>rd</sup> September 1666 PM – The fire spread close to the Tower of London</li> <li>• 4<sup>th</sup> September 1666 – St Paul's Cathedral burnt down</li> </ul>				
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			<ul style="list-style-type: none"><li>• 5<sup>th</sup> September 1666 – The wind dies down and the fire slows</li><li>• 6<sup>th</sup> September 1666 – The fire ended</li><li>• We know about the GFOL from Samuel Pepys Diary, diary entries, paintings, newspaper articles and the Hearth Tax document</li><li>• 6 people died</li><li>• 13,000 houses were burnt down</li><li>• People were left jobless and homeless</li><li>• The fire brigade was established as a result</li><li>• Architects rebuilt the houses burnt down using stronger materials and with larger gaps between each house</li></ul>			
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Spring 1

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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Cycle A		Cycle A		<p>Light and Dark – Shang Dynasty 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</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>To know who the Shang Dynasty were and where they ruled</li> <li>To be able to order significant events within the Shang Dynasty civilisation chronologically</li> <li>To be able to explain how our knowledge of this time period was constructed using a variety of sources</li> <li>To be able to describe the Shang Social Hierarchy and explain how this impacted daily life</li> <li>To know who Cheng Tang, Wu Ding and Fu Hao were and why they were significant individuals within the civilization</li> <li>To be able to describe the impact that this civilization had on modern society</li> </ul> <p><b><u>Key Vocabulary</u></b></p> <p>Shang Dynasty, civilization, china, Yellow River, chronological, reign, sources of evidence, archaeology, tomb, artefacts, hierarchy, priests, craftsmen, slaves, peasant, merchant, Cheng Tang, Wu Ding, Fu Hao, impact</p>	<p>Space – The history of space travel and exploration</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>To know what space travel is and how the exploration of space has impacted our lives</li> <li>To be able to chronologically order events on a timeline</li> <li>To know what early space travel and exploration was like from the 1940s – 1970s</li> <li>To be able to explain the significance of the first moon landing</li> <li>To be able to know what space travel and exploration was like from 1970s to the present day</li> <li>To be able to investigate ways that astronauts have explored space throughout the past</li> </ul> <p><b><u>Key Vocabulary</u></b></p> <p>Space, travel, exploration, impact, chronological, moon landing, astronaut, Neil Armstrong, Buzz Aldrin, invented, engineer, environment, launched, scientist, surface, orbit, spacecraft, space probe, NASA, significance, probe, international space station.</p> <p><b><u>Key Knowledge</u></b></p>
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				<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The Shang Dynasty were an ancient Chinese civilization based around the Yellow River</li> <li>• The Shang Dynasty lasted between 1600BC and 1046BC</li> <li>• 1600BC – The Shang Dynasty was founded when Cheng Tang overthrew the Xia dynasty</li> <li>• 1700BC-1500BC – The Shang Dynasty ushers in the use of Bronze to make weapons, tools and religious vessels (coincides with the Bronze Age in Britain)</li> <li>• 1250BC – King Wu Ding begins his reign</li> <li>• 1200BC – King Wu Ding brings the dynasty to its peak. They found many oracle bones with carved inscriptions on</li> <li>• 1200BC – Fu Hao dies (King Wu Ding's wife). She was a warrior, an oracle caster and had control over the borders of the kingdom</li> <li>• 1046BC – The Shang Dynasty is overthrown by the slaves due to cruelty and high taxes. The Chou dynasty began.</li> <li>• Our knowledge of this time period is constructed by the written records kept by the civilization, archaeology, tombs and artefacts found within these tombs.</li> <li>• The Shang Dynasty had a social hierarchy. This comprised of: The</li> </ul>	<ul style="list-style-type: none"> <li>• Space exploration is the use of astronomy and space technology to explore outer space</li> <li>• The exploration of space has impacted society on earth by: giving us a better understanding of our planet and others, supporting us to protect our planet and environment, important technological advances and medical advances</li> <li>• 1942 – The V2 was first rocket to reach 100km from the earth's surface</li> <li>• 1947 – The first animal was sent into space to see how it would cope with the environment (fruit flies)</li> <li>• 4<sup>th</sup> October 1957 – The first satellite was launched into space (Sputnik)</li> <li>• 1959 – A space probe was sent to the moon called Lunar 2</li> <li>• 1961 – Yuri Gagarin was the first man in space. His spaceship was called Vostok 1.</li> <li>• 1963 – Valentina Tereshkova was the first woman in space</li> <li>• 1966 – Surveyor 1 was a robot spaceship that was sent to the moon to test how to land safely. It took photographs of the moon's surface and sent them back to earth</li> </ul>
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				<p>king and ruling family; government officials, priests and warriors; craftsmen; merchants, peasant farmers; and enslaved people.</p> <ul style="list-style-type: none"> <li>• Your social status dictated the job that you did, the money that you had, where you lived and how you lived</li> <li>• Cheng Tang was the founder of the Shang Dynasty</li> <li>• Wu Ding brought the Shang Dynasty to its peak</li> <li>• Fu Hao was Wu Ding's wife but was a very powerful and influential woman</li> <li>• The written symbols used in the Shang period has evolved into the modern Chinese writing</li> <li>• The writing expressed calendar dates and organised the year into time periods. These developments supported the development of writing and calendars in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• 1969 – Buzz Aldrin and Neil Armstrong set foot on the moon</li> <li>• 1973 – Russian probe was sent to explore Mars. It stayed in orbit for a year but was destroyed when it tried to land</li> <li>• 1991 – The first British astronaut in space</li> <li>• 2003 – The 'NASA Mars Exploration Rover Mission' was launched and 2 rovers were sent to explore Mars</li> <li>• 2014 – A probe was landed successfully on a comet</li> <li>• 2015 – Scientists found evidence of liquid water on Mars</li> <li>• 2021 – A robotic rover reached Mars and collected samples from the surface of Mars</li> <li>• 2023 – The 'Jupiter Icy Moons Explorer' was launched and it is expected to reach the moons of Jupiter by 2031</li> <li>• Between 1940 -1970, space exploration centred on exploring whether it was possible to visit space</li> <li>• The first moon landing was significant because it proved that it was possible for humans to visit outer space and land on the moon. This has since prompted the exploration of</li> </ul>
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						<p>other planets including Mars and Jupiter.</p> <ul style="list-style-type: none"><li>• After 1970, space has been visited by many more people. Astronauts are travelling into space more frequently to investigate life beyond earth</li><li>• After 1970, they have started to explore other planets using probes and rovers in the hope to send humans there in the future</li></ul> <p>Astronauts explore space using probes, robotic rovers, satellites, moon landings, telescopes and experiments/ investigations in the space station</p>
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Cycle B		<p>Transport Through Time 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 Learning Intentions</p> <ul style="list-style-type: none"> <li>To be able to understand the history of flight and explain the significance of this invention (Wright brothers)</li> <li>To be able to identify how cars have changed over time beyond living memory (Karl Benz, Henry Ford)</li> <li>To be able to identify how cars have changed within living memory (electric cars)</li> <li>To be able to share facts about George Stephenson and the impact his invention had on national life (passenger train)</li> <li>To be able to compare and contrast transport from the past and the present</li> <li>To be able to locate the inventions of transport chronologically on a time line.</li> </ul> <p><b><u>Key vocabulary</u></b></p>	<p>Heads Will Roll – Tudors a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Learning Intentions</p> <ul style="list-style-type: none"> <li>To be able to locate the Tudors on a timeline and order key dates within this period chronologically</li> <li>To be able to explain what Henry VIII was like through portraits and written sources</li> <li>To be able to explain the roles, responsibilities and importance of a Tudor monarch</li> <li>To be able to share information about Henry's marriage to Catherine of Aragon and the reasons for their divorce</li> <li>To be able to explain the reasons for and results of Henry's marriage to Anne Boleyn and Jane Seymour</li> <li>To be able to share information about Henry's marriage to Anne of Cleaves and Catherine Parr.</li> </ul> <p><b><u>Key vocabulary</u></b> Time period, chronological, Tudors, timeline, Henry VIII, portrait, sources of evidence, tyrannical, intolerant, monarch, marriage, divorce, beheaded, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleaves, Catherine Parr, Catherine Howard.</p>	<p>Vile Victorians a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Learning Intentions</p> <ul style="list-style-type: none"> <li>To be able to locate the Victorians on a timeline and order key dates within this period chronologically</li> <li>To know how knowledge of the past is constructed from a range of sources (include weighing up evidence for reliability and explaining why different interpretations of the past exist)</li> <li>To be able to understand the social, cultural, political and religious themes during the Victorian era</li> <li>To be able to compare the life of the rich and the poor during the Victorian Era (include workhouses for the poor)</li> <li>To know and explain the impact that the industrial revolution had on the British Empire during the Victorian era</li> <li>To be able to understand and explain the significance of new inventions within the Victorian era</li> </ul> <p><b><u>Key vocabulary</u></b> Queen Victoria, reign, Great Britain, time period, era, British empire,</p>
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		<p>Flight, aeroplane, Wright brothers, wright plane, propeller, engine, wings, travel, Benz car, Karl Benz, motor car, motor, Ford T Model, Henry Ford, affordable, mass production, electric car, George Stephenson, passenger train, locomotive, The Rocket, past, present, timeline, chronologically</p> <p><b><u>Key knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The wright brothers invented the Wright Plane in 1903</li> <li>• It had a wooden propeller and a petrol engine</li> <li>• This invention led to further developments in flight to allow people to travel around the world</li> <li>• Flying became quicker than travelling by boat</li> <li>• The first car was invented in 1885 by Karl Benz</li> <li>• The 'Benz Patent Motorwagen' has a petrol engine and can reach a top speed of 11mph</li> <li>• In 1908, Henry Ford created the Ford T Model that was produced cheaply and in mass</li> </ul>	<p><b><u>Key knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The Tudor period was from 22d August 1485 – 24<sup>th</sup> March 1603</li> <li>• The battle of Bosworth took place in 1485</li> <li>• 1509 – Henry VIII becomes king</li> <li>• 1534 – King Henry VIII forms the church of England</li> <li>• At the start of his reign, Henry was a good monarch, sensible, reasonable and pleasant.</li> <li>• His behaviour changed throughout his reign and he became intolerant, violent and tyrannical</li> <li>• The role of a Tudor monarch was to rule over the Kingdom and England and its realms</li> <li>• The monarch is the head of the Church of England</li> <li>• Henry VIII married Catherine of Aragon in 1509</li> <li>• Henry VIII and Catherine of Aragon has a child in 1516. She was called Mary.</li> <li>• Henry VIII and Catherine of Aragon got divorced in 1533 because she did not give birth to a son</li> <li>• Henry VIII married Anne Boleyn in 1533.</li> <li>• Henry VIII and Anne Boleyn had a baby in 1533. Her name was Elizabeth</li> <li>• Anne Boleyn was beheaded in 1536 for adultery.</li> </ul>	<p>industrial revolution, invention, workhouse, education, sources, evidence, reliable, interpretation, social classes, politics, religion, Christianity, affluent, poor, workhouse, lower class, significance, socialism, feminism, liberalism.</p> <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The Victorian period was from 1837-1901</li> <li>• Queen Victoria was crowned on 28<sup>th</sup> June 1838 at age 18</li> <li>• Queen Victoria married Prince Albert on 10<sup>th</sup> February 1840</li> <li>• Prince Albert died on 14<sup>th</sup> December 1861 of typhoid</li> <li>• In 1880, the education act made schooling compulsory for all children aged 5-10</li> <li>• Knowledge of the past is constructed using newspaper articles, historical documents, changes in law, the census, artefacts, paintings and portraits.</li> <li>• Resources such as artefacts, the census, historical documents and law changes are considered reliable sources of information at they are objective.</li> <li>• Resources such as newspaper articles, paintings and portraits are considered less reliable as they are subjective.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Between 1990 and 2010, electric cars have become more popular due to them being environmentally friendly</li> <li>• In 1825, George Stephenson invented the first passenger train</li> <li>• The first passenger train could hold 450 people and travelled 15mph</li> <li>• George Stephenson built a locomotive called the Rocket with his son Robert which was then used within modern trains to make them faster.</li> <li>• Advances in technology has enabled transport to evolve and improve</li> </ul>		<ul style="list-style-type: none"> <li>• Henry VIII married Jane Seymour in 1536, 11 days after Anne Boleyn was beheaded.</li> <li>• She died a year later in 1537 after she gave birth to their son Edward</li> <li>• Henry VIII married Anne of Cleaves in 1540</li> <li>• They divorced 6 months later as she didn't have a child with him</li> <li>• Henry married Catherine Howard in 1540 19 days after he divorced Anne of Cleaves</li> <li>• Anne of Cleaves was beheaded in 1541 for committing adultery</li> <li>• Henry VIII married Catherine Parr in 1543 until Henry died in 1547</li> </ul>		<ul style="list-style-type: none"> <li>• During the Victorian era, society was split into lower, middle and upper class.</li> <li>• Politics was very important to Victorians and it saw the birth and spread of political movements including socialism, liberalism and feminism.</li> <li>• During the Victorian era, Christianity was the predominant religion</li> <li>• Before the industrial revolution, Britain was a rural country that mostly lived off the land with livestock</li> <li>• During the industrial revolution, huge factories and mills were built in towns and powered by coal and steam</li> <li>• 1800s – invention of the railway network</li> <li>• 1852 – Invention of the flushing toilet</li> <li>• 1863 – Invention of the London underground</li> <li>• 1876 – invention of the telephone</li> <li>• 1879 – invention of the lightbulb</li> <li>• 1885 – invention of the petrol car</li> </ul>
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Spring 2

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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Cycle A		<p>Life Long Ago -changes within living memory -events beyond living memory that are significant nationally or globally</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>To know what is meant by the past, present and living memory (make link to beyond living memory)</li> <li>To know what toys were like in the past</li> <li>To be able to compare toys from the past and the present</li> <li>To know what houses were like in the past</li> <li>To be able to compare houses from the past and the present</li> </ul> <p><b>Key Vocabulary</b> Past, present, toys, wooden, invention, mechanical, material, compare, contrast, house, hut, straw roof, brick, wooden, structure, safety, space</p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>The past is events that have happened already</li> <li>The present is events that are currently happening</li> <li>Living memory is when people that are still alive remember something or an event (living memory is</li> </ul>	Cycle A	<p>Bletchley Park a local history study: -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>Lesson 1 Hook day – Bletchley park coming in to deliver session</li> <li>To know about World War 2 and why it started</li> <li>To know the difference between allies and axis and identify who were Britain's allies and axis in World War 2</li> <li>To be able to explain the impact that Bletchley Park had on World War 2</li> <li>To be able to explain why Bletchley park was chosen for the Code and Cipher School</li> <li>To know about Alan Turing and the work of The Bombe</li> </ul> <p><b>Key Vocabulary</b> World War 2, Britain, Germany, invade, war, bomb, Anderson shelter, air raid siren allies, axis, rationing, evacuation, evacuee, Bletchley Park, code breaking, Morse Code, Cipher School, Alan Turing, Enigma Machine, The Bombe</p> <p><b>Key Knowledge</b></p>
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			<p>considered to start around 1950)</p> <ul style="list-style-type: none"> <li>• Toys from the past were generally made out of wood, metal or porcelain</li> <li>• Toys would move or make sounds using mechanical features such as wind up cogs</li> <li>• Toys did not have to be safe to be sold</li> <li>• Toys in the present are made out of a variety of materials and all have to be certified as safe before they can be sold</li> <li>• They use batteries to move, make sound and light up</li> <li>• Houses have changed dramatically through time from mud huts with a straw roof, wooden structures with a straw roof and finally brick houses with a slate roof</li> <li>• Houses have grown in size over time</li> <li>• Houses now have designated rooms for different purposes</li> </ul>			<ul style="list-style-type: none"> <li>• World War 2 started in September 1939</li> <li>• It started because Germany invaded Poland so Britain and France declared war on Germany</li> <li>• During World War 2 children were evacuated to the countryside to keep them safe</li> <li>• Rationing became compulsory to ensure that everyone had a fair amount of food. Supply ships were targeted by German bombers which led to a shortage of food</li> <li>• People were encouraged to grow their own food</li> <li>• The air raid siren would sound when an air raid was expected and people would go to their Anderson shelters. Blackouts were also used so enemies could not see where towns were located when flying over.</li> <li>• British Allies would use Morse Code to communicate with one another</li> <li>• Allies are a group of country that work together to defeat an enemy force</li> <li>• An axis power are the opposing forces (Nazi Party, Italy and Japan)</li> </ul>
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						<ul style="list-style-type: none"><li>• Allies of Britain included France, USA, Australia, New Zealand and may others</li><li>• Axis of Britain were the Nazi party, Italy and Japan</li><li>• Bletchley park deciphered German communication and messages containing their secret war plans. This allowed British tactics and plans to be refined to minimise losses</li><li>• Bletchley park was chosen because it is located next to a train station, located near main roads with links to significant places including London, Telegraph and Telephone station nearby in Fenny Stratford, between Cambridge and Oxford which were important places to recruit from and spacious grounds that were tucked away and relaxing for the workers</li><li>• Alan Turing was a computer scientist and mathematician that worked as a code breaker during WW2</li><li>• The German's used an Enigma Machine to send messages to one another in a secret code that could not be read by others</li><li>• Alan Turing invented a machine called the Bombe which would try lots of solutions for breaking</li></ul>
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							<p>a code until it found the correct one</p> <ul style="list-style-type: none"><li>• The Bombe allowed British forces to decipher German communications and identify when and where they planned to attack</li></ul>
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Cycle B		<p>Changes within living memory changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>• To be able to explain what school was like in the past</li> <li>• To be able to compare school life in the past and present (Link in work that Deli Ali has done if possible)</li> <li>• To be able to compare the clothing worn now with clothing worn in the past</li> <li>• To be able to explain the changes in home life within living memory</li> <li>• To be able to share what it was like to shop in the past</li> <li>• To be able to compare shops from the past and the present. (Link to Melrose Shops)(Use images from the past to compare)</li> </ul> <p><b><u>Key Vocabulary</u></b> Past, Present, school life, blackboard, memorise, chant, dip pens, ink wells, punishment, modern, fashion, clothing, home life, hobbies, technology, shopping, groceries, green grocer, butcher, baker,</p>	Cycle B	<p>Shakespeare's Sagas a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>• To be able to explain who William Shakespeare was and the reasons why he was famous</li> <li>• To be able to order key events within his life chronologically on a timeline</li> <li>• To know the significance of the Globe theatre and understand the rules of theatre at that time</li> <li>• To be able to compare and contrast the social rules of theatre from the 16<sup>th</sup> Century and the present (construct informed responses to a debate using evidence to support their argument)</li> <li>• To be able to identify how Shakespeare has influenced society both nationally and internationally</li> </ul> <p><b><u>Key Vocabulary</u></b> Past, William Shakespeare, The Globe, London, Theatre, Society, social class, timeline, chronological, rules, play writer, sonnets, influenced, compare, contrast, significance</p> <p><b><u>Key Knowledge</u></b></p>
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		<p>fishmonger, supermarket, Melrose Shops</p> <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• In the past the teacher would stand at the front of the class or sit on a high chair. They were very strict.</li> <li>• Children would have to copy what the teacher had written on the blackboard</li> <li>• Children would sit at small wooden desks to work</li> <li>• Children would write in copy books when they got older using dip pens and ink wells</li> <li>• There were strict punishments for children misbehaving including writing lines after school, getting the cane, wearing the dunce cap in the corner and being slapped on the knuckles with a ruler.</li> <li>• School life has dramatically changed within living memory.</li> <li>• Teachers and kind and caring and support children with activities to showcase their learning</li> <li>• Punishments such as the cane and the ruler were</li> </ul>			<ul style="list-style-type: none"> <li>• William Shakespeare was born in 1564 in Stratford-upon-Avon</li> <li>• William Shakespeare was the third son of John and Mary Shakespeare</li> <li>• He is famous for his play writing and sonnets</li> <li>• He acted in the Globe Theatre in some of his own plays that he had written</li> <li>• 1564 – Shakespeare was born</li> <li>• 1582 – Shakespeare married Anne Hathaway</li> <li>• 1583 – Their first daughter was born called Susanna</li> <li>• 1585 – They had twins called Hamnet and Judith</li> <li>• Mid 1580s – Shakespeare moved to London</li> <li>• 1594 – Shakespeare became part of ‘The Lord Chamberlain’s Men’ acting company</li> <li>• 1599- The Globe was built next to the River Thames</li> <li>• 1613 – The Globe Theatre was accidentally burnt down during a performance</li> <li>• 1614 – The Globe was rebuilt and opened again to the public</li> <li>• 1616 – William Shakespeare died</li> <li>• 1642 – The Globe Theatre was closed for good when all forms of theatre were banned</li> <li>• The Globe theatre was significant as it was a place where many</li> </ul>
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			<p>banned in 1986 and modern punishments no longer hurt children</p> <ul style="list-style-type: none"> <li>• Schools use technology to help children learn</li> <li>• In the past people would dress smartly when they went out</li> <li>• Men would usually wear suits</li> <li>• Women would wear dresses that went below the knee</li> <li>• In the present, people can wear what they want</li> <li>• Most people would follow the fashion of the time</li> <li>• Kitchens the past did not all have fridges so people would need to keep items fresh in other ways</li> <li>• In past, people would have to do most jobs by hand including the washing</li> <li>• Modern kitchens have modern gadgets to help complete jobs quicker</li> <li>• In the past, multiple people would stay in the same room</li> <li>• In the past, people would not have a toilet inside their home. They would have to use a toilet that was in the garden and</li> </ul>			<p>people got to see Shakespeare's work</p> <ul style="list-style-type: none"> <li>• The Globe was visited by Kings and Queens</li> <li>• Women were not allowed to act in theatres</li> <li>• All people could visit the theatre but the people who were of a higher social status sat in the seated area around the top of the building</li> <li>• Female characters in the plays were played by men</li> <li>• The audiences participated within the performances and it would be very loud</li> <li>• Shakespeare influenced national life through the invention of new vocabulary, sayings and highlighted topics that needed to be talked about more within his plays</li> <li>• Shakespeare influenced life internationally through his plays and the message that they give. They have influenced film and music across the world as well as informed many of significant events within British History.</li> </ul>
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			<p>shared by a number of people</p> <ul style="list-style-type: none"> <li>• In the past, people would have to visit a number of shops to buy all of the food that they wanted</li> <li>• Green grocers would sell fruit and vegetables, bakers would sell bread and cakes, butchers would sell meat and a fishmonger would sell fish</li> <li>• In the present, we can visit a supermarket and buy all different types of food at the same place</li> <li>• In the past, Melrose shops was home to many of these types of shops</li> <li>• In the present, the shops on Melrose Avenue has changed considerably and contain a variety of shops that are useful to people who live there</li> </ul>			
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#### Summer 1

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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Cycle A	<p><b>This is us</b> 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 read in class and storytelling.</p>	<p><b>Cycle A</b></p> <p>Castles -significant historical events, people and places in their own locality - the lives of significant individuals in the past who have contributed to national and international achievements - events beyond living memory that are significant nationally or globally</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>• To know what a castle is and identify features of a castle</li> <li>• To be able to explain the roles of people who work in a castle throughout history</li> <li>• To know how castles were defended during a siege</li> <li>• To be able to explain how the uses of castles have changed over time</li> <li>• To know who William the Conqueror was and why he is famous</li> <li>• To be able to ask and answer historical questions about castles and sieges</li> </ul> <p><b>Key Vocabulary</b> Castle, tower, turret, moat, arrow loops, bailey, drawbridge, battlements, crenel, merlon,</p>	Cycle A	Cycle A
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		<p>portcullis, servant, kitchen maid, cook, knights, soldiers, gong-farmer, jester, battle, siege, protect, defend, William the Conqueror, The Battle of Hastings</p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• A castle is a large building or home that is seen as a safe place for a King/Queen to live</li> <li>• Features of a castle include towers, turrets, moat, drawbridge, arrow loops, bailey, battlements and a portcullis</li> <li>• Castles have many people who work there to look after/protect the residence</li> <li>• Servants tend to the residents and meet their needs</li> <li>• Kitchen maids and cooks provide the residents with food</li> <li>• Knights and soldiers protect the people living in the castle</li> <li>• A jester provides the entertainment in the castle and a gong-farmer shovels the poo away from the castle and buries/takes it elsewhere</li> </ul>				
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			<ul style="list-style-type: none"> <li>• Castles were built on hills so they could see if someone was going to attack the castle</li> <li>• Knights or soldiers used battlements and Arrow loops for safer places to attack from</li> <li>• The drawbridge, moat and portcullis could stop people from getting into the castle</li> <li>• Castles had high walls to make it difficult for people to climb over</li> <li>• Castles were originally built to protect royalty or leaders during battles</li> <li>• They are now seen as a sign of wealth or leader</li> <li>• William the Conqueror was the Duke of Normandy (France)</li> <li>• William decided that he wanted to be the King of England and killed King Harold 2<sup>nd</sup> in the Battle of Hastings (1066)</li> <li>• He won the battle and was crowned King of England on Christmas Day in 1066</li> </ul>				
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Cycle B	<p><b>This is us</b></p> <p>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 read in class and storytelling.</p>	Cycle B		<p>From Stone Age to Iron Age changes in Britain from the Stone Age to the Iron Age</p> <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>• To be able to share how people survived in the Stone Age</li> <li>• To know what changed for people living in Stone Age Britain</li> <li>• To be able to explain how we know about life in the Stone Age</li> <li>• To know how life changed in the Bronze Age</li> <li>• To know who the Celts are and how they started the Iron Age</li> <li>• To be able to explain why they built hillforts in the Iron Age</li> </ul> <p><b>Key Vocabulary</b></p> <p>Stone Age, Bronze Age, Iron Age, Britain, hunter-gatherer, tools, agriculture, settlement, tribe, monument, migration, prehistoric, BC, AD, archaeologist, Stonehenge, Skara Brae, Palaeolithic, Mesolithic, Neolithic, Celts, Beaker People,</p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• The stone Age was a prehistoric period in time which began roughly 2.5 million years ago and ended around 2400BC</li> <li>• During the Stone Age, Britain was connected to Europe but at the end of the Ice Age when the ice melted, Britain became an island</li> <li>• In the Stone Age, they were hunter-gatherers. They would hunt for</li> </ul>	Cycle B	
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					<p>animals that they could eat and gather plants, fruits and berries that they could eat</p> <ul style="list-style-type: none"> <li>• They survived by making tools that they could use for hunting and fishing</li> <li>• The tribes would survive in the Stone Age by migrating to different places</li> <li>• They would make campsites where they had migrated to and create fires for heat and cooking</li> <li>• During the Palaeolithic Stone Age, people were hunter-gatherers and migrated when they had hunted/gathered all the food available</li> <li>• In the Mesolithic Stone Age, the final ice age ended and the weather began to warm up. They were still hunter-gatherers but started to learn about agriculture and growing their own food</li> <li>• In the Neolithic Stone Age, people started to live in permanent settlements and were using agriculture to survive (Skara Brae)</li> <li>• We know about the prehistoric times such as the Stone Age through artwork on cave walls, artefacts that have been uncovered by archaeologists, monuments (including Stonehenge) and also from human and animal remains</li> </ul>		
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				<ul style="list-style-type: none"><li>• Life changed in the Bronze age as people developed the technology to make bronze</li><li>• They were able to make tools out of bronze as well as jewellery and containers</li><li>• The 'Beaker People' migrated to Britain during the Bronze Age and were known for their distinctive dell-shaped pottery used for drinking from</li><li>• The Celts were a tribe of people who lived during the Iron Age</li><li>• The Celts started to use iron to make their tools and weapons from</li><li>• Celts were still farmers that lived on agriculture and animal stock</li><li>• Hillforts are settlements that were developed in the Iron age that are built on hills</li><li>• Communities lived on hills for protection from when other tribes attacked.</li></ul>		
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Summer 2

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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Cycle A		Cycle A		<p>Divide and Conquer</p> <ul style="list-style-type: none"> <li>-Britain's settlement by Anglo-Saxons and Scots</li> <li>-The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p>Learning Intentions</p> <ul style="list-style-type: none"> <li>• To know who the Anglo-Saxons and the Vikings were and where they came from</li> <li>• To be able to order significant events on a timeline chronologically</li> <li>• To be able to describe what Viking life was like</li> <li>• To be able to explain how and why the Vikings invaded Britain</li> <li>• To know the difference between Anglo-Saxon and Vikings law and punishment</li> <li>• To be able to explain how Alexander the Great, Edward the Confessor, Harold II and William the Conqueror defeated the Vikings</li> </ul> <p><b><u>Key Vocabulary</u></b></p> <p>Anglo-Saxons, Vikings, longboats, Scandinavian, kingdom, invade, raid, pagan, wattle and daub, danegeld, pillaged, exile, wergild, outlawed, Alexander the Great, Edward the Confessor, Harold II, William the Conqueror, Battle of Hastings.</p>	Cycle A	
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				<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• The Anglo-Saxon ruled their own Kingdoms and people within Britain</li> <li>• The Anglo-Saxons fought to defend or take control of other kingdoms</li> <li>• The Vikings came from modern Scandinavian countries including Denmark, Norway and Sweden</li> <li>• They travelled in boats called longships</li> <li>• The Vikings raided monasteries and pillaged expensive items to trade including gold, jewels, imported food and useful materials</li> <li>• The Vikings also wanted to claim land and invaded Kingdoms in England and Scotland</li> <li>• 787AD – The Vikings first arrived in Britain</li> <li>• 793AD – Viking attacks on Lindisfarne</li> <li>• 842AD – Viking raids on London</li> <li>• 878AD – The Vikings permanently settled in Britain after the Battle of Edington</li> <li>• 1013AD – King Sven of Sweden lands and becomes King of England</li> <li>• 1042AD – Edward the Confessor became King</li> <li>• 1066AD – Harold II tried to stop the Vikings invading England and killed him in the Battle of Stamford Bridge</li> <li>• 1066AD – William the conqueror thought that he should become King so defeated Harold II in the Battle of</li> </ul>	
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					<p>Hastings. This brought the Viking and Anglo-Saxon Era to an end.</p> <ul style="list-style-type: none"> <li>• Vikings lived on farms and kept livestock to live off of</li> <li>• They built small houses made of stone or wood with a straw roof. They used wattle and daub (mud and dung) for the inside walls</li> <li>• Jewellery was worn to show off how rich they were</li> <li>• Vikings arrived as Pagans but eventually converted to Christianity</li> <li>• The Vikings first came to England on longboats</li> <li>• They would battle Kingdoms using a variety of weapons in order to gain land</li> <li>• British Kingdoms could pay Vikings a Danegeld which was a payment to stop them invading</li> <li>• Anglo-Saxon punishments were brutal and would be carried out in public as a deterrent to discourage others. Stoning, whipping and exile were common punishments as well as a fine (wergild).</li> <li>• Viking punishments could include fines, being semi-outlawed, fighting to death or revenge.</li> <li>• Alexander the Great was the first king to defeat the Vikings in battle</li> <li>• Edward the Confessor was the penultimate king</li> </ul>		
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					<ul style="list-style-type: none"><li>• Harold II stopped Harald of Norway from invading England in the Battle of Stamford Bridge</li><li>• William the Conqueror defeated Harold II in the Battle of Hastings and brought the Viking and Anglo-Saxon age to an end.</li></ul>		
Cycle B		Cycle B		Cycle B		Cycle B	