

History skills progression document 2024

EYFS historical skills	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>An EYFS historian needs to understand:</p> <ul style="list-style-type: none"> That time passes in sequential order That there are key words/vocabulary associated with the passage of time That the passage of time changes us all That the passage of time changes the world around us We need to change what we do/wear in response to the passage of time That events/celebrations take place at specific points of the year 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Y1); 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 (Y1 - Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr, and Tim Peake); 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] (Y2 - Great Fire of London); significant historical events, people and places in their own locality (Y2) 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age (Y3); the Roman Empire and its impact on Britain (Y3); Britain's settlement by Anglo-Saxons and Scots (Y4); the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4); 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 (Y4 - Ancient Egyptians); Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y5); 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; Maya civilization (Y5) c. AD 900; Benin (West Africa) c. AD 900-1300 (Y5); a local history study (Y6, and annually across the school for school's birthday); a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y6 - Windrush, Monarchs, WW2 local area study)

Year	Unit title and skills	Objectives / knowledge	Questions that children will answer	Vocabulary - Use dates and historical language in their work, including....	
				Previous:	New:

N and R: EYFS Framework and Development Matters

<p>N</p> <p><small>Development Matters :Understanding the World - ELG: Past and Present</small></p>	<p>Autumn 1 - Family</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> Say who their friends are and how they are different/the same to themselves Look specifically at babies and say what they can and can't do - compare them with themselves Name who is in their family (Mum, Dad, Brother/Sister) Say if they have any pets or not. Tell the difference between a baby and themselves e.g. A baby can not walk but they can. Remember and talk about significant events in their own experiences. Re-tell what their parents have told them about their own life story. Talk about what their parents have told them about their family's history. Recognise and describe special times or events for friends or family. Talk about events over the summer – looking at the past in terms of their own experiences/life Describe a special time in their life (self, family, friends) Use primary sources to think about and discuss own family (e.g. pictures of them growing up used to stimulate discussion) Order photos of family members based on age Identify roles of people within school and the wider society/ school staff Create a family tree 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> To make sense of their own life-story and family's history To make connections between the features of their family and other families To talk about a past event that isn't recent To understand that there are different types of families To talk about what they like to do with their relatives To name the seasons To name and describe people who are familiar to them To understand the passage of time To ask questions to find out more information To comment on images of familiar situations in the past To compare and contrast characters from stories including figures from the past Teachers help them when they are in school. Friends are people who they like to play with. There are four seasons in the year. The weather changes during each of them. 	<ul style="list-style-type: none"> What do they like to do with their family? My family including pets – who lives with them in their house? When did that happen? What can they do now that they couldn't do before? How have their family members changed? How have they changed? Was this photo taken recently or a long time ago? How do they know? Who lives in a castle? Babies – what can they do? Who helps them at school? (Teacher, headteacher) How do they help you? 	<p>Then</p> <p>Now</p> <p>Family</p> <p>Mum</p> <p>Dad</p> <p>Brother</p> <p>Sister</p> <p>Baby</p> <p>Houses</p> <p>School</p> <p>A long time ago</p>
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<p>Autumn 2 - My World - Recognising and Describing Special Times or Events for Friends and Family</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> * Develop a sense of the past by talking about things that have happened to them or their families. * Recognise and describe special times, such as birthdays, holidays, or family gatherings. * Begin to learn about important historical events and festivals that take place during the Autumn 2 term. * Understand that different families and people celebrate different events and festivals, such as harvest or cultural celebrations. * Use simple words to explain what they did and how they felt during these events. • Retell a simple past event in the correct order • Talk about days of the week, weekend and use language to support the past, present and future. * Show awareness of how events might be different or similar for other children. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> * To talk about and remember special events in their own lives and in their communities. * To understand the meaning of key festivals and events, such as, Bonfire Night, Remembrance Day, Diwali, Christmas. * To understand that different families celebrate special times in different ways. * To use language related to time, such as "yesterday," "last week," or "before." * To explore items, photos, or stories linked to these festivals and discuss their importance. • We wear a poppy to remember people who have died in wars. • People wear a poppy on Remembrance Day. • We celebrate our birthdays in different ways. Some people see their family and friends. Some people have a birthday party. • Fireworks are seen on bonfire night. Sometimes there is also a bonfire which is a large fire. Some people like to go to a fireworks display. 	<p>Can you tell me about a special time you celebrated with your family?</p> <p>What did you see or do for Bonfire Night? Can they remember what they did for Bonfire Night last year?</p> <p>Why do people wear poppies for Remembrance Day?</p> <p>How do your family and friends celebrate Christmas?</p> <ul style="list-style-type: none"> • Our own birthday – how do we celebrate our own birthdays? Can they remember how they celebrated their birthday last year? 	<p>Previous:</p> <p>Then Now Family Mum Dad Brother Sister Baby Houses School A long time ago</p>	<p>New:</p> <p>Celebrate Birthday Family Poppy Remembrance Special Fireworks Festival Diwali Christmas</p>
<p>Spring 1 - Can We Explore It? – Retelling Simple Past Events in the Correct Order</p> <p>This term, the children should be able to ...</p> <ul style="list-style-type: none"> * Retell simple events from their lives in the correct order (e.g., "First we went to the park, then we had lunch"). * Begin to talk about changes in their environment and how things might have looked before (e.g., "The leaves fell off the trees last week"). * Use simple phrases to describe what happened yesterday, last week, or during a special celebration. * Start to understand and talk about different festivals and events celebrated in the community during the Spring 1 term. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> * To think about and describe activities in sequence, using language such as "first," "next," "then," and "finally." * To learn about different festivals celebrated during Spring 1, including: New Years Day, Chinese New Year, Pancake Day (Shrove Tuesday). * To retell the main events from these celebrations and understand their order. * To explore and discuss photos, decorations, or items related to these events, placing activities in a simple timeline. 	<p>What did you do first when you celebrated New Year's Day?</p> <p>Can you tell me what happened after we made the pancakes?</p> <p>What did we do last when we celebrated Chinese New Year?</p> <p>What do you remember about yesterday's activities? What happened first?</p> <p>How did we decorate for Chinese New Year?</p>	<p>Celebrate Birthday Family Poppy Remembrance Special Fireworks Festival Diwali Christmas</p>	<p>First Next Then Finally Celebrate New Year Chinese New Year Pancake Day Order Remember</p>
<p>Spring 2 - Growing and Changing – Using Questions to Learn About the Past - Link to core texts</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> * Use a variety of questions like "what," "where," and "who" to find out more about people, places, and events. * Ask questions about events and characters in core texts, such as "Rosie's Walk" and "Lulu Loves Flowers". * Develop an understanding of change by asking questions about how things grow and change over time. * Talk about special events, people, and places related to Spring 2 festivals, using questions to learn more. 	<p>This term, children should learn...</p> <ul style="list-style-type: none"> * To ask simple questions about what they see, hear, or read: For example, asking "Where did Rosie walk?" when reading "Rosie's Walk", or "Who helped Lulu with her garden?" in "Lulu Loves Flowers". * To explore the concepts of growth and change in plants and animals: Understand that seeds grow into flowers, just like in "Lulu Loves Flowers", and discuss changes in nature. * To learn about festivals celebrated in Spring 2, including: Mother's Day, Easter, Holi. * To use questions like "who," "what," and "where" to learn about how people celebrate these events. 	<p>What did Rosie see on her walk?</p> <p>Where did Lulu plant her flowers?</p> <p>Who helped you make a Mother's Day card?</p> <p>What do people do for Easter?</p> <p>What kinds of things do we see?</p> <p>Where do flowers come from?</p> <p>How do they grow?</p> <p>Who do we celebrate during Holi?</p>	<p>Previous:</p> <p>First Next Then Finally Celebrate New Year Chinese New Year Pancake Day Order Remember</p>	<p>New:</p> <p>What Where Who Grow Change Celebrate Walk Plant Mother's Day Easter Holi</p>

	<p>Summer 1 - People Who Help Us</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Talk about different occupations including the fire service, the police service and the health service • Talk about some features of the fire service, police service and health service today and how they used to be different in the past. • Explore the different people in the local community who help us. • Play with small-world models such as a farm, garage or train track. <p>* Retell simple past events about people who help us in the correct order, such as visits from community helpers.</p> <p>* Talk about the sequence of activities with clear steps, like what happens during a visit to the doctor or a fire drill at school.</p> <p>* Use time-related words, such as "first," "next," and "last" to describe these events.</p> <p>* Develop an understanding of the roles and responsibilities of people who help us, like firefighters, doctors, nurses, and postal workers.</p> <ul style="list-style-type: none"> • Learn that they have similarities and differences that connect them to, and distinguish them from others • Develop a sense of place in relation to their own environment and an understanding of the physical world around them and their community 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • If there is a fire, we would call the fire service. • If someone was feeling poorly, we would call the paramedics. • If someone has something stolen from them, we would call the police. • To understand the importance of people who help us in our community. • We wear different types of clothes at different times of the year. <p>* To retell events involving people who help us in the correct sequence: For example, talking about "first, we called the fire station, then the firefighters came, and finally, they put out the fire."</p> <p>* To explore special events and festivals during Summer 1, including: Eid-al- Fitr, International Nurses Day (May 12th).</p>	<p>What happened when the firefighter visited our school? What did they do first? Can you tell me what we did when we went to see the nurse? Who helped us when we were learning about safety? What did they say first? What do we do first, next, and last during a fire drill? How do people celebrate Eid al-Fitr? • Police, fire service, paramedic – how do these people help to keep us safe?</p>	<p>Previous:</p> <p>What Where Who Grow Change Celebrate Walk Plant Mother's Day Easter Holi</p>	<p>New:</p> <p>Police Officer Fire service Paramedic Safe First Next Last Firefighter Nurse Doctor Community Celebrate Eid-al-Fitr</p>
	<p>Summer 2 - Using Questions and Recounts to Learn About the Past (Link to themes, Foods that are good for us and Summer Holidays)</p> <p>This term, the children should be able to...</p> <p>* Use questions like "what," "where," and "who" to learn about different foods that are good for us and where they come from.</p> <p>* Ask and answer questions about summer holidays, such as who went with them and where they went.</p> <p>* Retell simple events (recounts), such as a picnic they had or a holiday trip, using the correct order.</p> <p>* Describe foods they have eaten and where they ate them, developing an understanding of healthy eating.</p>	<p>This term, the children should learn...</p> <p>* To ask and answer questions about foods, such as "What foods are healthy for us?" and "Where does this food come from?"</p> <p>* To explore the idea of food being connected to holidays, such as summer picnics or treats during special celebrations.</p> <p>* To practise recounting events from their summer holidays, such as "First, we packed our bags. Then, we went to the beach. Finally, we had ice cream."</p> <p>* To use simple words like "before" and "now" to talk about their holiday memories.</p> <p>* That holidays can change, such as where they go or what they do each time</p> <p>* To understand different events and festivals in Summer 2, including: Father's Day</p>	<p>What foods are good for us? Where do fruits and vegetables come from? Who helps us cook food at home? What did you do on your holiday? Can you tell me in order? Where did you go during the summer holidays? How did you get there? Did you drive or fly? * What was your favourite thing about your holiday? * How is this holiday different from when you were younger? * What do you remember most about your last holiday? * Who went with you on your holiday? Did you go with your family? Who do we celebrate on Father's Day?</p>	<p>Previous:</p> <p>Police Officer Fire service Paramedic Safe First Next Last Firefighter Nurse Doctor Community Celebrate Eid-al-Fitr</p>	<p>New:</p> <p>What Where Who Healthy Food Fruit/ Vegetables Holiday Recount Father's Day</p>
<p>R Underst anding the World - ELG: Past and Present</p>	<p>Autumn 1 - Do you want to be friends? (Identity, community and roles)</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Talk about events over the summer – looking at the past in terms of their own family • Use language to imagine and recreate roles from family life, friends, and general experiences during play. For example, role-playing as different family members, friends, or community helpers. • Talk about the past using their own experiences of family life, such as birthdays, family outings, or special events, and express these through pretend play. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • Some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • About the past through settings, characters and events encountered in books read in class and storytelling. • That there are lots of different types of families • To use imaginative language to describe different roles they have seen 	<ul style="list-style-type: none"> • What can they do now that they couldn't do before? (link to human life cycle) • How have they changed? Which skills have they developed? <p>Who are the people in your family? Can you pretend to be a teacher or a parent? What would you say? How do we celebrate the Harvest Festival? What do we do with the food? What do you do when you visit a friend? How do you say hello?</p>	<p>Previous:</p>	<p>New:</p> <p>Ago Family tree Past/In the past Before After Year Baby Child Adult History Friend Harvest</p>

<ul style="list-style-type: none"> • Describe a special time in their life (self, family, friends) • Consider and discuss their own family history – bring pictures of them growing up to stimulate discussion • Talk about who is in their family, what they do as a family • Order photos of themselves growing up/pictures of other family members when they were young. • Create a family tree • Understand community by working with others during play to explore friendship, taking turns and sharing ideas • Identify and name seasons – understand the passage of time • Identify and name roles of people within school and the wider society – school staff, different occupations • Use everyday language related to time • Talk about past and present events in their own lives and in the lives of their family • Talk about members of their immediate family and community • Name and describe people from their community 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 • Order and discuss a memorable experience. • Discuss holidays in the past 	<p>in their everyday life (e.g., being a parent, a teacher, or a friend)</p> <ul style="list-style-type: none"> • To develop their understanding of relationships by acting out scenarios like family dinners, visiting a friend, or going to a shop • There are days of the week that repeat and go in order • There are seasons that repeat and go in order • The times of the day go in order and repeat everyday e.g morning is before lunchtime • Living things do not stay the same over time. • A human grows and changes. Example; Babies can not talk. Toddlers begin to talk and say a few words. Children are able to say more words than toddlers. Adults use many different words. • Our face changes as we grow older. When we were babies, we had no teeth. As a child the teeth start growing. Our face changes over time. • A family tree and photos show us the people in our family - people who have lived before us. • To understand key festivals and events celebrated in Autumn 1, such as Harvest Festival. 	<p>Chronological understanding What came before? After? How have they changed?</p> <p>Historical significance Tell them why that is special? Tell them what happened</p> <p>Similarities and differences (themselves, other, families) What is the same? What is different?</p> <p>Continuity and change between periods and within them (changes to themselves) What has stayed the same? What is different?</p>		Celebrate
<p>Autumn 2 - Traditional Tales and Celebrations</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Compare life in the past and life now through observations, discussing past events including clothes they wore / equipment they used. • Use language to imagine and recreate roles and experiences in play situations • Experience various sources (e.g. artefacts, photographs, paintings, stories, video clips and information texts) that are set in or about the past. • Talk about how things are different or the same to the present. • Compare current and historical examples for a greater depth of understanding. • Show some understanding of why the past was different - e.g. a simple understanding about not having electricity/ batteries so candles needed to be used for lighting 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • History of our school – celebrating the School’s Birthday. The original building in Northumbria Street was built in 1865. Damaged by air raids in the Blitz, the old school was demolished and a new building erected in Chrisp Street in the 1950’s. It is very different from the building we are in now. • Many houses in Poplar were built in the past. • History of the Gingerbread Man – legend traces gingerbread men back to Queen Elizabeth 1 - in the past, there was a belief that if a woman ate a “gingerbread husband” it might lead to her marriage. • People in our community celebrate special days. Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays) • Remembrance Day is held every year to remember the people who died fighting in the war. • A poppy is worn to show that we remember and give thanks to those people who fought in the war. • We celebrate our birthday once a year. It celebrates the day we were born. • How Christmas traditions changed over time. 	<ul style="list-style-type: none"> • Remembrance Day – why do we remember? • Guy Fawkes – history of bonfire night • Winter seasonal changes – how has it changed since last season? • How have we celebrated birthdays in the past? • History of Diwali – why and how do people celebrate Diwali? How has the past had an impact on this now? E.g. Rama and Sita story. • Christmas – how do people in the UK celebrate Christmas? How do people in different countries celebrate Christmas? • Christmas - when did Jesus live? <p>Cause and consequence What happened and why?</p> <p>Historical interpretations Understand people have had different experiences</p> <p>Historical significance Tell them why that is special. Tell them what happened.</p> <p>Continuity and change between periods within them What has stayed the same? What is different?</p>	<p>Previous: Ago Family tree Past/In the past Before After Year Baby Child Adult History Friend Harvest Celebrate</p>	<p>New: Then Now Remember/R emembrance Poppy Ago New Old Past/In the past Before After Celebrate London Equipment School Poplar Past Queen Elizabeth I</p>
<p>Spring 1 - All About Me - Comparing Lives of children from around the world</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and those of their family members, such as birthdays, celebrations, and holidays. • Compare their daily lives to children from different parts of the world using examples from 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • About the lives of children in different continents of the world, and that they may be different from ours, but also share similar experiences. • About daily life comparisons - compare the daily routines of children around the world, such as what they eat, how they get to school, what chores they might have. 	<ul style="list-style-type: none"> • Culture comparisons - What do you think children eat for breakfast in other countries? Can you name some foods? • What kinds of food do we eat at home? What kind of food does Handa carry in her basket? • How do children in different places celebrate their birthdays? 	<p>Previous: Then Now Ago New Old Past/In the past Before After</p>	<p>New: Culture Home Play School Tradition Diversity Country Friendship Past</p>

<p>the story "Handa's Surprise" (e.g., comparing food, clothing, and routines).</p> <ul style="list-style-type: none"> • Use simple phrases to describe differences and similarities, such as "I eat apples, but Handa eats mangoes." • Recognise that people around the world have different experiences, but some things are also the same, like family love or going to school. • Empathise with others by expressing an understanding how children's lives can differ based on geography and culture. • Participate in role-play activities to explore and represent the lives of children from diverse backgrounds. • Share thoughts and experiences about what they have learned, using simple sentences with visuals. • Relate their own experiences to those of children in other cultures, fostering a sense of community and shared humanity. • Analyse simple sources (like images, stories, and artefacts) to draw conclusions about the experiences of children in different cultures. • Engage with maps or globes to locate different counties (cross-curricular). 	<ul style="list-style-type: none"> • To talk about their own experiences in the past, such as what they did for their birthday or a trip they took, and compare them with experiences from other cultures, like Handa's way of carrying fruit in a basket. • About cultures and traditions through stories, music and art from different countries. • How to sequence events in different cultures, via story sequences and comparisons of, 'A day in a Life' mini booklet about a day in the life of a child from a different country. Include illustrations or photos for morning, afternoon, and evening activities. • Certain aspects of children's lives (such as play or education) can change over time while others may remain consistent across generations. • About events and festivals celebrated in Spring 1, including: Chinese New Year, Pancake Day (Shrove Tuesday), Valentine's Day. 	<p>What do you like most about your own birthday celebrations?</p> <ul style="list-style-type: none"> • Daily routines - What is a typical day like for you? • What games do you like to play? Do you think children in other countries play the same games? Why or why not? <p>How do children in other countries travel to school? How do you travel?</p> <ul style="list-style-type: none"> • Can you think of a holiday or festival that is important in your family? How do you celebrate it? • What does your home look like? How do you think homes in other countries are different or similar? • What family members do you live with? How might family structures differ in other cultures? • Can you think of a toy or game that is special to you? What do you think a child in another culture might have as their favourite toy? • What happens during Chinese New Year? What do people eat and do? • What is Pancake Day? Who makes the pancakes in your family? 	<p>Present Family Celebrate Similar Different Chinese New Year</p>
<p>Spring 2 - Animals - Link to core text, Beware of the Crocodile. (Question why things happen and give explanations)</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> * Explain why certain things happen in nature and the animal world, such as why crocodiles need sharp teeth or why they live near water. * Use language to explain how crocodiles hunt for food, where they live, and why they behave in certain ways, drawing from the story "Beware of the Crocodile." * Talk about the different ways crocodiles keep themselves safe and why they have certain body parts, like their long tails and tough skin. * Give simple explanations about what crocodiles eat and how they protect their eggs. 	<p>This term, children should learn to:</p> <ul style="list-style-type: none"> * To ask and answer "why" questions about animals, focusing on crocodiles. For example, "Why do crocodiles have sharp teeth?" or "Why do they need to stay near water?" * To understand that animals have different needs and live in different environments to stay healthy and safe. * To develop their ability to explain natural events and animal behaviours, such as why crocodiles lay eggs in safe places or why they bask in the sun. * To learn about events and festivals celebrated in Spring 2, including: Easter, Holi and Mother's Day 	<p>Why do crocodiles have sharp teeth? Why do crocodiles live near rivers or lakes? What do crocodiles eat? Why do they need to eat meat? Why do crocodiles need to sit in the sun? What happens during Easter? Why do we talk about new life? Why do people throw colours during Holi? Why do we celebrate Mother's Day?</p>	<p>Previous: Culture Home Play School Tradition Diversity Country Friendship Past Present Family Celebrate Similar Different Chinese New Year</p> <p>New: Crocodile, Sharp teeth Bask River/ Lake Eggs Predator Easter Holi Mother's Day</p>
<p>Summer 1 - People who help us in our community</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Answer how and why questions about their experiences with people who help us, such as why firefighters wear special clothes or how doctors help us stay healthy. * Use language to talk about events in the past, present, and future: <p>Past: Describing past experiences like visiting the doctor or seeing a police officer at school. Present: Talking about what they are doing now, like discussing how teachers help them learn. Future: Predicting what they will do when they meet someone from the community, such as visiting the fire station.</p> <ul style="list-style-type: none"> * Begin to understand how the roles of different community helpers affect their lives and why these helpers are important. * Identify similarities and differences between tools and techniques used by community helpers now and in the past (e.g., comparing an old fire truck to a modern one). * Recite past events like visiting the doctor or seeing a police officer/ fire service at school. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> * To use past, present, and future language when explaining their experiences with community helpers: E.g., "Last week, the doctor gave me medicine," "Today, we are learning about firefighters," "Next week, we will visit the dentist." * To develop the ability to ask and answer how and why questions, such as "Why do police officers keep us safe?" or "How do nurses help people get better?" * To reflect on past experiences with people who help us and make connections with future events. * About the role of different community helpers (firefighters, doctors, police officers, etc.) and why their work is important. * About key events and festivals celebrated in Summer 1, including: Ramadan / Eid-al-Fitr, Father's Day. • That there have been many changes over the years to people who help us e.g. The fire service, The Police and the Ambulance service. • How uniform has changed • Transport the people use have changed e.g. Many years ago, the fire 	<p>How does the doctor help you feel better? Why do you visit the doctor? What do firefighters do to help people? How do they keep us safe? Why do we need police officers in our community? How do they help us? How do people in the community celebrate spring? What is Ramadan? How do people celebrate Eid? What do you do on Father's Day? Why do we celebrate dads and other special people? Roles of people in the wider community – how do these people help and support their local community? Link to Poplar. How do you think people helped in emergencies a long time ago? What kind of tools does a doctor use now? What do you think they used in the past? Can you think of a time when someone helped you? Who was it, and how did they help?</p>	<p>Previous: Crocodile, Sharp teeth Bask River/ Lake Eggs Predator Easter Holi Mother's Day</p> <p>New: Community Helper Past Present Future Emergency Safe Ramadan Eid-al-Fitr Father's Day Job Role Work Responsibility Support Firefighter Police Officer Doctor Help Protect Rescue Care Solve Heal Patrol Save Now Then Before</p>

		<p>service used a horse to pull their equipment.</p> <ul style="list-style-type: none"> • Equipment has changed. <p>* How to sequence events related to community helpers (e.g., how an emergency call comes in, the response of firefighters, and the actions they take to help).</p> <p>* How to engage in discussions about how people in our community today do things differently from how they did in the past.</p>			Past Present Change Modern Old-fashioned
	<p>Summer 2 - Talking About Past and Present Events in Their Own Lives and Their Families (Revisited)</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Recall, share and discuss memories: Talk about events from their own lives, such as birthdays, family holidays, and special occasions. • Begin to notice changes in their routines as they prepare for Year 1, discussing what they have enjoyed in Reception and what they are looking forward to. • Use language and play to recreate experiences, such as pretending to celebrate a birthday or going on a holiday. • Place events in order (e.g., what happened first, next, and last). • Personal History: Create a simple timeline of their year in Reception, marking key events and milestones (e.g., first day of school, school trips). 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> * Family and Personal Histories: Children will learn to share stories about their family members, including where they come from and special traditions. * Cultural Celebrations: They will learn about summer festivals and events, discussing how different cultures celebrate during this time (e.g., Eid). * Reflections: Children will practise reflecting on their experiences in Reception, discussing what they have learned and enjoyed. 	<p>What was your favourite memory from this year in Reception? Can you tell us about a special event in your family? What happened? How is your new classroom going to be different from Reception? What are you excited to do in Year 1? Can you think of a time when something changed in your life? How did you feel?</p>	Previous:	New: Past Present Future Memories Family Celebrate Traditions

Years 1-6: National Curriculum supplemented by CUSP

Year	Unit title and skills	Objectives / knowledge	Questions that children will answer	Vocabulary - Use dates and historical language in their work, including....	
				Previous:	New:
1	<p>AUTUMN - Changes within living memory</p> <p>NC: - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use primary sources to discuss past and present events in their own lives and in the lives of family members. • Use secondary sources (others' experiences) to discuss the lives of the people around them and their roles in society • Use secondary sources (published materials) to understand the past through settings, characters and events encountered in books read in class and storytelling • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • The way we shop has been influenced and changed by American shopping culture, including the selfserve supermarket and retail parks • Why shops have changed over time • Whether the changes are positive or negative • What helps us know/learn about shops from a long time ago 	<ol style="list-style-type: none"> 1. How have they grown and changed in their life? 2. What is it like around here? 3. What are the shops in their community? 4. What were shops like in the past? 5. How have shops changed? 6. How are shops different today than a long time ago? 	<p>past community a long time ago similar different</p>	<p>tills supermarket customer bakery toddler timeline Present compare memory primary source secondary source</p>
	<p>SPRING - The lives of significant individuals</p> <p>NC: - Study the lives of significant individuals in the past who have contributed to national and international achievements. - Study the lives of significant people focusing on Mary Anning and David Attenborough.</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Identify and describe the lives of significant historical individuals. • Compare the achievements and impact of these individuals. • Analyse images/sources to infer information, using this to ask questions about the past • Order events (from 18th-20th century) and dates 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • About Mary Anning's discoveries and legacy. • About David Attenborough's contributions to natural history and broadcasting. • That Mary Anning was born before David Attenborough • That the way people think about the past has changed due to the discoveries of Mary Anning • What life was like at the time for these people • What the consequences of these people's discoveries were • What we know about fossils today began with Mary Anning's work 	<ol style="list-style-type: none"> 1. Who was Mary Anning? What did she do? 2. What did Mary Anning discover? 3. Who is David Attenborough? What does he do? 4. What has David Attenborough achieved? 5. Compare the lives of Mary Anning and David Attenborough. What was similar and what was different? 	<p>Previous: history born similar primary source secondary source</p>	<p>New: fossil documentary significant naturalist expedition legacy inspire revealed explore compare identify describe order opinion analyse</p>

	<p>in chronological order on a timeline</p> <ul style="list-style-type: none"> • Form a considered opinion about the significance of people's achievements to the wider world 	<ul style="list-style-type: none"> • We are more historically aware as a result of the work of people before us. Without that, we would not be as advanced in what we know 		<p>chronology /chronological palaeontology discovery</p>	
	<p>SUMMER - Study <u>more</u> lives of significant people</p> <p>NC:</p> <ul style="list-style-type: none"> - Study the lives of significant individuals in the past who have contributed to national and international achievements. - Study the lives of significant people focusing on Mary Anning and David Attenborough. <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Compare the lives and achievements of different significant individuals • Explain the importance of these individuals in their respective fields • Place astronauts in chronological order, starting with those from a long time ago (i.e. the 20th century) 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • About the achievements of Neil Armstrong, Mae Jemison, Bernard Harris Jr, and Tim Peake in space exploration. • How space travel changed over time • Why people want to explore space and the moon • How significant people have inspired others with their actions • How the way people think about astronauts and the colour of their skin has changed over time • Similarities and differences about all the astronauts 	<ol style="list-style-type: none"> 1. Who was Neil Armstrong? What did he achieve? 2. Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve? 3. Compare the achievements of two significant individuals. What was similar and what was different? OR Study a third significant individual from the above. 	<p>Previous:</p> <p>legacy inspire explore similar compare identify describe order opinion analyse chronology/chronological before after then now past present</p>	<p>New:</p> <p>orbit racism significant astronaut expedition pioneer</p>
2	<p>AUTUMN 1 - Study Events Beyond Living Memory – Great Fire of London</p> <p>NC:</p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases related to the passing of time • Recall specific dates in history • Place dates, events, and artefacts on a timeline • Ask questions such as “What was it like for people?”, “What happened?”, and “How long ago?” • Use primary sources (e.g., Samuel Pepys’ diary, artefacts, pictures, stories) and online resources to find out about the past • Identify similarities and differences between ways of life today and in 1666 • Describe the sequence of events and the impact of significant historical events • Recognise reasons why people from the past acted the way they did • Describe how historical events have shaped our lives today 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • When The Great Fire of London happened. • What peoples’ lives were like in 1666 (houses, food, health, transport) • When The Great Fire of London happened. • How it started, spread and stopped. • The causes and consequences of the Great Fire of London. • The reigning monarch at the time of the fire and their role. • Who Tom Farriner is, where he lived, and how he was involved with the fire. • How London has changed, including its buildings, people and transport (houses, narrow streets, fire brigade, electricity) • Who Samuel Pepys is, his role during the fire and how his diary is a source of information 	<ol style="list-style-type: none"> 1. Where is London? 2. When was the Great Fire of London? 3. How did the fire start? 4. Why did the fire spread so quickly? 5. Where did the fire spread to? 6. How do we know about the Great Fire of London? 7. What effect did the fire have on London? 	<p>Previous:</p>	<p>New:</p> <p>flammable devoured possessions ineffective doused bustling raged extinguished merchant engulfed</p>
	<p>Autumn 2 - Events beyond living memory - Flight</p> <p>NC:</p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Order and rank information based on importance and relevance • Sort features on a Venn diagram • Compare and contrast old and modern designs • Identify and evaluate advantages and disadvantages • Interpret information and data to inform an opinion • Annotate images with information and keywords • Persuade others using facts • Match cause to effect 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Many different ways of flying have been invented, such as gliders, kites and hot air balloons • Although powered flight was invented about 120 years ago, the history of flight dates back hundreds of years. • Concorde, a supersonic passenger plane, was introduced in 1976 but stopped flying because people wanted cheaper flights, even if they were slower. 	<ol style="list-style-type: none"> 1. In what different ways have humans attempted to fly? 2. What is the oldest successful way of flying? 3. Who invented the aeroplane? 4. What were early planes like? 5. How has air transport changed? 6. How has air travel changed modern life? 		<p>destination failure flammable flimsy harness resort biplane triplane pressurised propeller supersonic long haul</p>
	<p>SPRING - Significant historical events, people and places in our locality (Poplar)</p> <p>NC:</p> <ul style="list-style-type: none"> - Significant historical events, people and places in 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The history of their local area, such as significant buildings, monuments, and local figures. • The impact of World War II on Poplar 	<ol style="list-style-type: none"> 1. Remember - what is Poplar like today? 2. What happened in Poplar’s past? 	<p>Previous:</p> <p>chronology similar compare identify</p>	<p>New:</p> <p>monarch common code coat of arms</p>

	<p>their own locality.</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Compare past and present features of the local area • Use sources and artefacts to focus on changes in technology within homes • Use words and phrases like “before they were born,” “when they were younger,” “before,” “after,” “past,” “present,” “then,” and “now” to describe time accurately • Use the terms “past” and “present” appropriately • Use a range of words and phrases to describe the past • Explain how their local area was different in the past • Give examples of differences between their life and their grandparents' lives when they were young • Answer questions using specific sources, such as an information book • Enquire about the history of Poplar by talking to an older person 	<ul style="list-style-type: none"> • Local schools, shops, churches, train stations and markets • What we can learn about Poplar’s past by looking at photographs, artefacts and visiting the area • How we learn about the past • Which evidence helps us learn about the past 	<p>3. World War II: What happened in Poplar?</p>	<p>describe order opinion analyse chronology/chronological before after then now</p>	<p>farmland church king chronology village local converted founded</p>
	<p>SUMMER - Revisit events beyond living memory (Consolidation of Autumn unit)</p> <p>NC: - 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]</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Recall, reinforce, and discuss previous historical learning • Use historical sources to reinforce understanding of past events • Rephrase and retrieve learnt information • Identify key features and the sequence of events of the fire, including how/when it began and how/when it ended • Annotate images to highlight important details • Identify and select both the physical effects (e.g., destruction of houses and significant buildings) and longer-term outcomes (e.g., thatch replaced by tiles, stone houses built) • Organise information and effects using an explanatory diagram 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The impact of the Great Fire of London. • The cause and effect of the Great Fire of London. • The events that happened prior to, during and after the Great Fire of London <p>(Consolidation of Autumn unit)</p>	<ol style="list-style-type: none"> 1. What do they remember about the Great Fire of London? 2. What happened during the Great Fire of London? 3. What was the effect of the Great Fire of London and how do we know? 	<p>Previous: flammable devoured possessions ineffective doused bustling raged extinguished merchant engulfed</p>	<p>New: annotate physical effects long-term outcome</p>
3	<p>AUTUMN - SPRING - Changes in Britain from the Stone Age to the Iron Age</p> <p>NC: - Changes in Britain from the Stone Age to the Iron Age</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Place the Stone Age to Iron Age on a timeline and compare it with other historical periods taught in KS1 • Refer back to other significant events, such as 'The Great Fire of London,' to make connections between historical periods • Define key terms such as 'Mesolithic' and 'Neolithic' • Understand the chronology and order of different periods (Stone Age to the end of British prehistory) • Identify, explain, and compare the similarities and differences between the Stone, Bronze, and Iron Ages • Use evidence to describe past events and historical periods 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The three ages of the Stone Age and features from each time period • How we know about the different periods in history • The key differences between the three stone age periods • About the Bronze Age: when it was, what it was like and how we know • How to contrast the Stone Age to the Bronze Age • About the Iron Age: when it was, what it was like and how we know. • How artefacts, burials and monuments inform historians about prehistoric life. 	<ol style="list-style-type: none"> 1. Introduce the three periods of time in the Stone Age 2. What were Palaeolithic times like? How do we know? 3. What were Mesolithic times like? How do we know? 4. What were Neolithic times like? How do we know? 5. When was the Bronze Age? What was the Bronze Age like? How do we know? 6. How was the Bronze Age different to the Stone Age? 7. When was the Iron Age? What was the Iron Age like? How do we know? 8. What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age? 9. What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age? 	<p>Previous:</p>	<p>New: domesticated arid gatherer nomad reared submerged ancient community dense extinct roaming prehistory</p>
	<p>SPRING - SUMMER - The Roman Empire and its impact on Britain</p>	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Who the Romans were and what it 	<ol style="list-style-type: none"> 1. Who were the Romans? 2. What was it like to live in 	<p>Previous: previously</p>	<p>New: amphitheatre</p>

	<p>NC: - The Roman Empire and its impact on Britain</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Describe events and periods using terms like BC, AD, century, and ancient, as well as specific dates • Order dates in chronological order along a timeline • Use mathematical knowledge to calculate how long ago events occurred • Recognise and quantify the different time periods between the Romans and other groups that invaded Britain • Explain the role of archaeologists in helping us understand Roman Britain • Use sources of evidence to answer historical questions • Research a specific event from the past • Identify similarities and differences between Roman Britain and the modern world through research • Identify key figures and events in Roman history 	<p>was like to live in Rome</p> <ul style="list-style-type: none"> • How Roman life compared to life in Britain at this time (Iron Age) – pre-invasion • When the Romans invaded Britain and who resisted the invasion • How Britain changed under Roman rule (including new technologies and beliefs) • The impact of the Roman Empire in Britain 	<p>Rome?</p> <ol style="list-style-type: none"> 3. Remember the Celtic people: what was it like to live during the Iron Age? 4. When did the Romans invade Britain? 5. Who resisted the Roman invasion? 6. Technology: how did Britain change under Roman rule? 7. Review session - can be used to elaborate or catch up study 8. Belief: how did Britain change under Roman rule? 9. SUMMARISE IT: so, what was the impact of the Roman Empire on Britain? 		<p>emperor aqueducts invasion barbarian Forum conquered rebellion luxurious culture settlement</p>
	<p>SUMMER - Revisit Changes in Britain from Stone Age to the Iron Age</p> <p>NC: - Changes in Britain from the Stone Age to the Iron Age</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Select, retrieve, and present knowledge from previous learning • Analyse a variety of historical sources, such as artefacts, to gain insight into past events, cultures, and societies. 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The name of the earliest Stone Age • How tools were made • What artefacts are, and how we can learn from them • That humans evolved from Homosapiens and Neanderthals • Main Bronze/Iron/Stone Age sites across Britain • What monuments, such as Stonehenge, tell us about past beliefs and ways of life 	<ol style="list-style-type: none"> 1. Remember: what changes happened in the three ages of the Stone Age? 2. Remember: what changes happened in the Bronze and Iron Age? 3. What changes happened between the Stone Age, Bronze Age and Iron Age? 	<p>Previous: domesticated arid gatherer nomad reared submerged ancient community dense extinct roaming prehistory</p>	<p>New:</p>
4	<p>AUTUMN - Britain's settlement by Anglo-Saxons and Scots</p> <p>NC: - Britain's settlement by Anglo-Saxons and Scots</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Order events (from the early 1st century) and dates in chronological order on a timeline and compare with other periods of history taught (e.g. the type of tools used in Anglo-Saxon and Stone Age times, and the reasons why) • Refer back to prior learning (Y3 - Roman Britain) and compare using new learning (Y4 Anglo-Saxons) in terms of the culture they brought about post-Roman Britain • Refer back to a range of concepts (e.g. invasion, war, battle, conflict, settlers, opposition) during the Roman Britain topic (Y3) and compare with the Viking Invasion • Use second-hand sources (archaeological evidence) to describe and summarise historical events from the Anglo-Saxon period 	<p>This term, the children should know:</p> <p>Anglo-Saxons</p> <ul style="list-style-type: none"> • Who the Anglo-Saxons were • Why the Anglo-Saxons came to Britain • About Anglo-Saxon migration, settlement, and daily life • What life was like in Anglo-Saxon Britain • The 7 major kingdoms that emerged across Britain during the Anglo-Saxon period • What led to the formation of Anglo-Saxon kingdoms and their influence • Key facts and the importance of Sutton Hoo • How religion was influenced by the Anglo-Saxons <p>Vikings</p> <ul style="list-style-type: none"> • When and why the Vikings attacked Britain • Where the Vikings invaded and settled • Why did the Normans and Vikings both thought they had the right to the throne of England 	<ol style="list-style-type: none"> 1. Why did the Anglo-Saxons come to Britain? 2. Where did the Anglo-Saxons come from? 3. What was life like for Anglo-Saxons in Britain? 4. What kingdoms were formed by the Anglo-Saxons? 5. How do we know about the Anglo-Saxons? 6. How did religion influence the Anglo-Saxons? How do we know this? 	<p>Previous:</p>	<p>New: heptarchy laden sporadic vanquish viewpoint migration abandoned defenceless dominant missionary pagan reliant</p>
	<p>SPRING - Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>NC: - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Place the Anglo Saxons and Vikings on a timeline and compare them with other historical periods previously taught • Refer back to and build upon previous Y4 knowledge about the Anglo Saxons, focusing on 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • About Viking raids, settlements, and the struggle for the English throne • Key events and figures in the Viking and Anglo-Saxon period. • Causes of Viking incursion and invasions of Britain • Chronology of Anglo-Saxon and Viking struggle • England had rich pickings with much better land and resources, such as iron ore and precious metals • The Vikings were incredible explorers, seafarers, farmers and brutal raiders • Vikings held pagan beliefs 	<ol style="list-style-type: none"> 1. What was life like for the Vikings? 2. When did the Vikings attack Britain? 3. Where did the Vikings invade and settle? 4. Why were the Vikings so feared and successful? 5. When were the Vikings most powerful? 6. What peace was agreed between the Anglo-Saxons and the Vikings? 7. What happened to the Vikings in England? 	<p>Previous:</p>	<p>New: decimated incursion ransack severed martyr marauding contested exile descendant heir plunder truce</p>

	<p>the cultural changes they brought after Roman Britain (Y3)</p> <ul style="list-style-type: none"> • Compare the concepts of invasion, war, battle, conflict, settlers, and opposition from the Roman Britain topic with the Viking invasion • Use dates and historical language accurately • Explain the impact of invasions and conflicts on societies, focusing on social, cultural, and political changes • Describe and summarise key historical events from the Anglo Saxon and Viking periods • Compare the Anglo Saxon and Viking periods (Y4) with Roman Britain (Y3), identifying key similarities and differences • Explain what has changed and what has remained the same between these historical periods • Describe the struggle for power between different groups during these periods • Describe the key events in the life of Alfred the Great using a range of evidence from different sources 	<ul style="list-style-type: none"> • Both the Anglo-Saxons and Vikings lived alongside each other. Both sides fought each other regularly • William was promised the throne of England as a reward for his family helping to protect Ethelred the Unready when he fled England • How Britain changed when the Vikings arrived • How Danelaw brought change to England • How religion changed in Britain during the time of the Anglo-Saxons and Vikings • Which battle ultimately ended the Viking era in England • Why the Vikings were so feared and successful • When the Vikings were most powerful • What happened to the Vikings in England 	8. Why did the Normans and Vikings both think they had the right to the throne of England?		
	<p>SUMMER - Achievements of an ancient civilisation Egypt</p> <p>NC:</p> <p>- 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>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use a timeline of the Ancient Egyptian period to set out the chronological order of significant events • Place periods of history on a timeline to show the chronological relationship between different historical periods • Apply mathematical knowledge to calculate how long ago events occurred within the Ancient Egyptian period and other historical contexts • Communicate knowledge and understanding both orally and in writing, and offer and discuss points of view, encouraging thoughtful discussion and critical thinking 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • What makes a civilisation • Who the ancient Egyptians were and where they lived • About the Old/Middle/New Kingdoms (including significant individuals and achievements) • How and what the ancient Egyptians wrote • The importance of the Nile to the ancient Egyptians • What the ancient Egyptians believed in • What the class systems were in Ancient Egypt • About a specific pharaoh (and how we know about him) • That people who lived in Ancient Egypt cooked and travelled differently and used different weapons from ours • The lives of wealthy Egyptians were very different from those of poor people • How Ancient Egyptian artefacts help to build up an accurate picture of the past. • What hieroglyphics are and who used them 	<ol style="list-style-type: none"> 1. Who were a few of the earliest civilisations and what did they achieve? 2. Who were the ancient Egyptians and where did they live? 3. The Old Kingdom: who was significant and what did they achieve? 4. The Middle Kingdom: who was significant and what did they achieve? What did the Ancient Egyptians eat? How did the Ancient Egyptians mark death? 5. The New Kingdom: who was significant and what did they achieve? 6. Achievements: how and what did the ancient Egyptians write? 7. Achievements: How did the ancient Egyptians use the River Nile? 8. Gods: what did the ancient Egyptians believe in? 9. Evidence: what do we know about Tutankhamun? 	Previous: artefact society	New: funerary hieroglyphs pillaged obelisk pharaoh colossal stability civilisation irrigation mysteriously
5	<p>AUTUMN - Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>NC:</p> <p>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use dates and historical language accurately in their work • Describe key historical events from Ancient Greece, such as the Battle of Marathon • Understand that decisions have been made through a parliamentary system for some time, recognizing the Ancient Greeks as the inventors of this system (modern politics have been influenced by ancient politics) • Explain how Ancient Greek inventions have shaped aspects of the modern world • Summarise what Britain may have learned from the Ancient Greek civilisation • Recognise differences and similarities, as well as changes and continuity, between Ancient Greece (Y5) and Ancient Rome (Y3) • Test a hypothesis to answer historical questions • Identify and explain how primary historical sources, such as artefacts, particularly pottery, have helped us understand more about Ancient Greek civilisation 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Who the ancient Greeks were and then they ruled • The beliefs held by the ancient Greeks • The key difference between Athens and Sparta • What democracy was like in Athens • Why theatre was so important to the ancient Greeks • An example of an ancient Greek myth and fable • What happened at Battle of Salamis • Why the Olympic games were invented by the Ancient Greeks • About the life and achievements of Alexander the Great • How the Greeks changed and influenced sport • How the Greeks change the way we think • Significant changes in Ancient Greece between 800 BC and 500 BC • Ancient Greece was made up of many islands, people and territories. It was the culture that unified them. • Although laws were voted on in Athens, the only citizens who were allowed to vote were men, making it unequal for women. • The culture of Athens supported slavery. 	<ol style="list-style-type: none"> 1. Who were the Ancient Greeks and when did they rule? 2. What beliefs did the Ancient Greeks hold? 3. City-states: what was the difference between Athens and Sparta? 4. What was democracy like in Athens? 5. Why was the theatre important to the Ancient Greeks? 6. What myths and fables did the Ancient Greeks create? 7. What happened at the Battles of Marathon and Salamis? Why were they important? 8. Why were the Olympic games invented by the Ancient Greeks? 9. Who was Alexander the Great and why was he so renowned? 	Previous:	New: city-state tyrant sanctuary tactical valiantly unified democracy honour phenomenal deteriorated armoured oppressive

	<p>SPRING - Compare a non-European society (The Maya) with the Anglo-Saxons</p> <p>NC:</p> <p>- A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use dates and historical language in their work • Know where to place the Ancient Maya civilisation on a timeline of different periods of history • Use mathematical skills to work out exact time scales and differences • Make comparisons between the Ancient Maya and the Anglo Saxons • Recognise and describe differences and similarities • Describe features of the Ancient Maya civilisation • Use and evaluate primary and secondary sources, acknowledging how they have helped us to understand more about the Ancient Maya civilisation • Analyse sources to support their questioning of - and opinion about - whether the Maya were an advanced civilization • Pose and answer historical questions about the Ancient Maya. • Research and provide some of their own ideas about the significance of corn and chocolate in the Maya civilisation. 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Where and when the ancient Maya people lived, naming some major features and cities in them. • Different ritual elements of the ancient Maya religion and some of the main gods in detail. • About the Maya number and writing systems • The different features of Maya cities and what it would have been like to live there • The similarities and differences between the Maya civilisation and the Anglo-Saxon civilisation in Britain (same period) • What we can learn from the way they built their pyramids 	<ol style="list-style-type: none"> 1. Where did the Maya live? 2. What were the significant events in the Maya's history? 3. What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza 4. What do we know of the rituals carried out by the Maya civilization? 5. What did the Maya invent? 6. What happened to the Maya city states? 7. Remember Britain and the Anglo-Saxons 8. Compare location, settlement, people, culture and invention between AngloSaxons and Maya c. AD 900 	<p>Previous: declining warrior sacrifice</p>	<p>New: deforestation codex astronomy polytheistic population famine descendant citizen native</p>
	<p>SUMMER - Compare non-European society (Kingdom of Benin) with the Anglo-Saxons</p> <p>NC:</p> <p>- A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use a timeline to identify what was happening globally during the period c. AD 900 – 1300 • Describe the history and culture of the Kingdom of Benin • Analyse the impact of the Kingdom of Benin on its region and the wider world (how other countries were envious of the resources that Benin had access to) • Study primary sources (art, images, letters, diagrams), religion, and societal structure of Benin to gain a deeper understanding of its culture • Understand the impact of European contact and trade on Benin, exploring how this shaped its development and interactions with the wider world 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • About the origins, development, and achievements of the Kingdom of Benin. • The location of the Kingdom of Benin • The Edo people lives in the rainforests in small villages • The city of Benin was enclosed by incredible walls as fortification • Kings ruled • The Kingdom of Benin traded ivory, beads, and cloth • They were polytheistic and animists • Other countries were envious of Benin's natural resources • British soldiers looted and burned the ancient city of Benin 	<ol style="list-style-type: none"> 1. Where was the ancient kingdom of Benin located? Who were the first rulers of the Edo people? 2. Who were the Oba and what did they do? 3. What features did the kingdom of Benin's capital city have? 4. What was life like in ancient Benin City? What was the significance of trade in the city? 5. Remember: What do they know about Anglo-Saxons and William the Conqueror? 6. What was similar and different between Benin and Anglo-Saxon Britain? 7. What happened to the mighty Benin City? 8. Explain: what do you know about the Benin, their achievements and demise? 	<p>Previous: flourish</p>	<p>New: ancestral animism fortification guild infrastructure ritual demise destruction overthrow radiate sophisticated</p>
6	<p>AUTUMN - Local History Study: How did conflict change our local area in WW2</p> <p>NC:</p> <p>- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Describe the impact of historical events on the local area • Use a variety of sources (primary and secondary) to study historical events and comment on their effects • Study the role of local airbases and the contributions of the local population during WWII • Identify and explain which sources are most useful in helping us learn about World War II • Ask critical questions about the source material, 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The cause of the First World War • What propaganda is and how it was used during the war • About the Battle of Britain, the Blitz, and their impact on the local community • Who Lord Kitchener was and have an opinion about him • What life was like for a soldier in a trench on the front line • What technological advances happened during this time (focus on tasks) • What happened in the Battle of the Somme • How women's roles changed during this period • What happened in Poplar during WW1 • Who the Conscientious Objectors were 	<ol style="list-style-type: none"> 1. Remember: The Battle of Britain and World War Two. 2. Why was East Anglia described as mini America? 3. Where were the airbases in our locality? 4. Why were these air bases important to the war effort? 5. What effect did these air bases have on our local area? 6. How do we remember the brave men and women who defended our country? 	<p>Previous: axis society conflict roles</p>	<p>New: airbase bombardment incendiary segregation memorial altitude boisterous cemetery penetrate strategic supremacy discrimination antisemitism blitz dictator ally</p>

<p>such as who created it, why it was created, and how it helps us understand historical events or periods.</p> <ul style="list-style-type: none"> • Evaluate the reliability and significance of different types of sources, identify bias or perspective within the source, and draw conclusions about what the evidence reveals about life in the past. 	<ul style="list-style-type: none"> • What happened during the Christmas truce of 1914 • How the war ended. • How the conflict changed British society • Over 500 American women served with the Women’s Army Corps (WAC). They provided important support for the aeroplanes, logistics and planning 		<p>rations evacuation/ev acuees</p>
<p>SPRING - The Windrush Generation</p> <p>NC: - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Describe the experiences and contributions of different groups to British society • Use primary and secondary historical sources to understand the impact that migration and cultural change had on Britain 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • About the Windrush generation, their journey, and their impact on post-war Britain • Key figures and events related to the Windrush generation and their legacy. • Sadly, all generations of the Windrush pioneers have experienced racism and prejudice • What caused the Windrush pioneers to leave their islands and settle in England • What best tells us about the way the Windrush pioneers were treated • How the culture of Britain changed because of the arrival of the Windrush pioneers • The people of the Caribbean fought in both World War they and World War II despite facing racism and segregation. 	<ol style="list-style-type: none"> 1. Where are the Caribbean islands? What’s their history? 2. How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? 3. Why did people migrate from the Caribbean to England in 1948? 4. What was life in London like for the Windrush pioneers? 5. Who was Sam King and what did he do? Who was Norma Best and what did she do? 6. How did the Windrush migration change Britain for the better? 	<p>Previous: migrate migration invade discriminatio n</p> <p>New: racism segregation diversity disembarked demobilised Iniquitous intolerance immigrate prejudice colony emigrate Antisemitism Blitz</p>
<p>SUMMER - Monarchs through time</p> <p>NC: - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (the changing power of monarchs using case studies such as John, Anne and Victoria)</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Analyse the impact of key historical figures on society • Compare the reigns and legacies of different monarchs • Study significant British monarchs, such as William I, Henry VIII, Elizabeth I, Charles II, and Queen Victoria • Describe a significant event in a chosen monarch’s reign, explaining the impact of this event and how it affected Britain • Identify patterns between the length of reign and the success of Britain during their rule • Assess whether a monarch had a positive or negative impact on Britain through historical enquiry 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • About significant monarchs’ contributions, challenges, and the changes they brought to Britain. • Monarchs have always ruled the throne, since Anglo-Saxon times, except for 11 years when Oliver Cromwell overthrew the king and parliament ruled • How long each monarch reigned for 	<ol style="list-style-type: none"> 1. How is William I remembered? What legacy did he leave? 2. How is Henry VIII remembered? What legacy did he leave? 3. How is Elizabeth I remembered? What legacy did she leave? 4. How is Charles II remembered? What legacy did he leave? 5. How is Queen Victoria remembered? What legacy did she leave? 6. In your opinion, who was the greatest past monarch? Why is that? 	<p>Previous:</p> <p>New: aristocracy monastery dissolution privateers industrialisatio n Annulment lucrative prosperity republic plundered arrogant duplicitous</p>