

Christopher Rawlins CE Primary School
 History Long-term Overview
 Units and key questions by term (red = key concepts)



Phase	Cycle	Autumn		Spring		Summer		
EYFS	A	All About Me and People Who Help Us Are we all the same? Who's in our family? Developing language of time Sequencing events Talking about the past Roles of significant people in our lives	Books, Books, Books! Story sequencing and developing language related to time. Exploring settings and characters. Nativity/Christmas	Houses and Homes Exploring house and homes and where we live. Introducing language related to houses and homes, where we live and the wider world.	All Things Bright and Beautiful New life and Spring Developing language related to time. Observations of things changing over time. The Easter story	Explorers Observations of things changing over time. Begin to use language connected to the past. Developing simple enquiry skills Exploring artefacts and photos from the past.	Sea Adventures Introducing language connected to seashores Exploring artefacts and photos from the past	
	Ongoing sequencing of time and time related language through calendars, basic timelines e.g. learning journey board							
	B	All About Me and People Who Help Us What makes us different? Who's in our family? Developing language of time Sequencing events	Celebrations What is a Celebration? Introducing language and events in the past: Birthdays Bonfire Night Remembrance Harvest Diwali Advent	Where in the World? Exploring house and homes and where we live. Introducing language related to houses and homes, where we live and the wider world.	Castles Introducing language related to castles. Begin to look at different buildings from the past. Developing simple enquiry skills Exploring artefacts and photos from the past.	Animal Homes Observations of things changing over time e.g. growth of animals and humans Begin to use language connected to the past. Developing simple enquiry skills	On the Move Introducing language of types of transport. Lives of significant people (space themed)	

		Talking about the past Roles of significant people in our lives	Nativity/Christmas		Exploring roles from the past through storytelling e.g. Kings, Queens The Easter story	Exploring artefacts and photos from the past.	
Ongoing sequencing of time and time related language through calendars, basic timelines e.g. learning journey board							
KS1	A	Geography Unit	You, Me and Everybody Significance of People and Events Continuity and Change Who are the significant individuals from the past who have contributed to national and international achievements? What changes have there been since their initial ideas? Who are the significant figures from the past who have made an impact locally? What did they do? What sources can we use to find out about the significant individuals?			Geography Unit	
	B	Fire and Festivals Cause and Consequence Significance of People and Events When was the Great Fire of London? How did it start? Why did it spread so quickly? What is an eyewitness account? Who is Samuel Pepys? How is London different from 1666 to the present day?	Toys Similarity and Difference How have toys changed over the years? What are the similarities between toys from the past and from the present day?		Turrets and Tiaras Continuity and Change Similarity and Difference What are the features of a castle and their purpose? How long ago did people live in them? Who lived in them?	Geography Unit	
LKS2 Yr 3/4	A	Geography Unit	Ancient Greeks Continuity and Change Significance of People and Events When was the Ancient Greek period? How can we use sources of History to find out about the past? What are the periods in the Ancient Greek era? What are the similarities and differences between ancient and modern maps of Greece, and Athens and Sparta?			Geography Unit	

			<p>What made Ancient Greek fighters so powerful? Who were the Greek gods/goddesses and what did they do? What were the achievements of the Ancient Greeks? How did they influence the western world?</p>	
	B	<p>The Stone Age to the Iron Age Continuity and Change Similarities and Difference How long ago was the Stone Age period? What are the three periods in the Stone Age? How did a Stone Age person survive? What is bronze and how was it used? What is iron and how was it used? What is Skara Brae?</p>	Geography Unit	<p>The Romans Significance of People and Events Cause and Consequence Who were the Romans? How long ago did the Romans exist? Where did they invade? Who was Romulus and Remus and what did they do? Who was Julius Caesar and what did he do? How did Rome expand over the Roman period? What are the differences between in the rich and poor in the Roman period?</p>
UKS2 Yr 5/6	A	Geography Unit	<p>World War Two Significance of People and Events Cause and Consequence How were Banbury and the surrounding areas effected by World War Two? When and why did WW2 begin? What was the impact of children during the war? How did the war impact on how people lived e.g rationing? What did men and women do during the war? What was life like living through The Blitz? What impact did the Holocaust have?</p>	<p>Invaders – Vikings/Anglo Saxons Significance of People and Events Continuity and Change Where did the Vikings come from and why did they invade Britain? How did the Kings of Britain deal with the Viking invasion? How did the Vikings live and work? How did the last Anglo-Saxon kings shape Britain? How, when and why did the Anglo-Saxons and Scots invade Britain and where did they come from? Where did the Anglo-Saxons and Scots settle? How did the Anglo-Saxons change Britain? What was life like in Anglo-Saxon Britain?</p>
	B	<p>Ancient Egypt Significance of People and Events Continuity and Change Who were the Ancient Egyptians? Where did they come from? Who ruled Egypt? Where did the Ancient Egyptians fit into the chronology of other ancient civilisations?</p>	<p>Rivers and Mountains – A local history study: The Banbury Canals Continuity and Change Why were they built? How were they built? How and why have they changed over time? Who built them? Where were they built?</p>	<p>Mayan Civilizations Similarities and Difference Who were the Mayans? What can we learn from the way they built their pyramids? What have the Mayan civilization in common with space travel? What do we know of the rituals and ceremonies carried out by the Mayan civilization?</p>

		<p>What were the Ancient Egyptians' key achievements and how have they influenced our lives today?</p> <p>How do we know about Egyptian achievements?</p> <p>Do historical artefacts belong to a nation?</p> <p>How did the pyramids help build Egypt?</p>		<p>Why was the Sun an important feature in Mayan life?</p> <p>What caused the Mayan Civilization to disappear?</p> <p>What evidence do we have that the Mayans were an advanced civilization?</p>
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Christopher Rawlins CE Primary School
 History Long-term Overview
 National Curriculum Objectives/Early Learning Goals



Phase	Cycle	Autumn		Spring		Summer	
Nursery	A	<p>All About Me and People Who Help Us</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Show an interest in different occupations.</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Begin to describe a sequence of events using words such as first, then</p>	<p>Books, Books, Books!</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Begin to describe a sequence of events using words such as first, then</p>	<p>Houses and Homes</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Begin to describe a sequence of events using words such as first, then</p>	<p>All Things Bright and Beautiful</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Begin to describe a sequence of events using words such as first, then</p>	<p>Explorers</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Begin to describe a sequence of events using words such as first, then</p>	<p>Sea Adventures</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Begin to describe a sequence of events using words such as first, then</p>

	<p>B</p>	<p>All About Me and People Who Help Us</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Begin to describe a sequence of events using words such as first, then.</p>	<p>Celebrations</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Begin to describe a sequence of events using words such as first, then</p>	<p>Where in the World?</p> <p>Begin to make sense of their own life story and family's history.</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Begin to describe a sequence of events using words such as first, then</p>	<p>Castles</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Begin to describe a sequence of events using words such as first, then</p>	<p>Animal Homes</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Begin to describe a sequence of events using words such as first, then</p>	<p>On the Move</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p> <p>Begin to describe a sequence of events using words such as first, then</p>
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Reception	A	<p>All About Me and People Who Help Us</p> <p>Talk about members of their immediate family and the community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images or familiar situations in the past.</p> <p>Compare and contrast characters from stories including characters from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Talk about the lives of people around them and their roles in society (ELG)</p> <p>Know some similarities and differences between things in the past and now (ELG)</p> <p>Drawing on their experiences and what has been read in class (ELG)</p>	<p>Books, Books, Books!</p> <p>Compare and contrast characters from stories including characters from the past.</p> <p>Comment on images or familiar situations in the past.</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Drawing on their experiences and what has been read in class (ELG).</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).</p>	<p>Houses and Homes</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Drawing on their experiences and what has been read in class (ELG).</p> <p>Talk about the lives of people around them and their roles in society (ELG).</p>	<p>All Things Bright and Beautiful</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Drawing on their experiences and what has been read in class (ELG)</p> <p>Know some similarities and differences between things in the past and now (ELG).</p>	<p>Explorers</p> <p>Describe events in some detail.</p> <p>Comment on images or familiar situations in the past.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Drawing on their experiences and what has been read in class (ELG).</p> <p>Know some similarities and differences between things in the past and now (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).</p> <p>Talk about the lives of people around them and their roles in society (ELG)</p>	<p>Sea Adventures</p> <p>Describe events in some detail.</p> <p>Comment on images or familiar situations in the past.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Drawing on their experiences and what has been read in class (ELG).</p> <p>Know some similarities and differences between things in the past and now (ELG).</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).</p>
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Opportunities for History in Continuous Provision: All about me bags, photos of family, having items/photos/objects/artefacts from the past, exploring and measuring time with access to timers, toy clocks and daily calendars, non-fiction books related and stories related to history and the past, sequencing and retelling of stories.

<p>B</p>	<p>All About Me and People Who Help Us</p> <p>Talk about members of their immediate family and the community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images or familiar situations in the past.</p> <p>Compare and contrast characters from stories including characters from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Talk about the lives of people around them and their roles in society (ELG)</p> <p>Know some similarities and differences between things in the past and now (ELG)</p>	<p>Celebrations</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Comment on images or familiar situations in the past.</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Drawing on their experiences and what has been read in class (ELG).</p> <p>Know some similarities and differences between things in the past and now (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).</p>	<p>Where in the World?</p> <p>Understand that some places are special to members of their community.</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Drawing on their experiences and what has been read in class (ELG).</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>	<p>Castles</p> <p>Comment on images or familiar situations in the past.</p> <p>Compare and contrast characters from stories including characters from the past.</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Drawing on their experiences and what has been read in class (ELG).</p> <p>Know some similarities and differences between things in the past and now (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).</p> <p>Talk about the lives of people around them and their roles in society (ELG)</p>	<p>Animal Homes</p> <p>Comment on images or familiar situations in the past.</p> <p>Talk about members of their immediate family and the community.</p> <p>Name and describe people who are familiar to them.</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Drawing on their experiences and what has been read in class (ELG).</p> <p>Know some similarities and differences between things in the past and now (ELG)</p> <p>Talk about the lives of people around them and their roles in society (ELG)</p>	<p>On the Move</p> <p>Comment on images or familiar situations in the past.</p> <p>Describe events in some detail.</p> <p>Describe a sequence of events using words such as first, then.</p> <p>Compare and contrast characters from stories including characters from the past.</p> <p>Drawing on their experiences and what has been read in class (ELG).</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).</p>
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		<p>Drawing on their experiences and what has been read in class (ELG).</p>	<p>Talk about the lives of people around them and their roles in society (ELG)</p>				
<p>Opportunities for History in Continuous Provision: All about me bags, photos of family, having items/photos/objects/artefacts from the past, exploring and measuring time with access to timers, toy clocks and daily calendars, non-fiction books related and stories related to history and the past, sequencing and retelling of stories.</p>							

KS1	A	<p style="text-align: center;">Geography Unit</p>	<p style="text-align: center;">You, Me and Everybody</p> <p style="text-align: center;">Significance of People and Events</p> <p style="text-align: center;">Continuity and Change</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>The lives of significant individuals from the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p>	<p style="text-align: center;">Geography Unit</p>
	B	<p style="text-align: center;">Fire and Festivals</p> <p style="text-align: center;">Cause and Consequence</p> <p style="text-align: center;">Significance of People and Events</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. 	<p style="text-align: center;">Toys</p> <p style="text-align: center;">Similarity and Difference</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	<p style="text-align: center;">Turrets and Tiaras</p> <p style="text-align: center;">Continuity and Change</p> <p style="text-align: center;">Similarity and Difference</p>

		<ul style="list-style-type: none"> • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places.</p>	<ul style="list-style-type: none"> • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Pupils should be taught about changes within living memory.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places.</p>	
LKS2 Yr 3/4	A	<p style="text-align: center;">Geography Unit</p>	<p style="text-align: center;">The Ancient Greeks Continuity and Change Significance of People and Events</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p style="text-align: center;">Geography Unit</p>
	B	<p style="text-align: center;">The Stone Age to the Iron Age Continuity and Change Similarities and Difference</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge 		<p style="text-align: center;">The Romans Significance of People and Events Cause and Consequence</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure

		<p>and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p>	<h2>Geography Unit</h2>		<p>knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about the Roman Empire and its impact on Britain.</p>
<p>UKS2 Yr 5/6</p>	<p>A</p>	<h2>Geography Unit</h2>	<p style="text-align: center;">World War Two</p> <p style="text-align: center;">Significance of People and Events</p> <p style="text-align: center;">Cause and Consequence</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about 	<p style="text-align: center;">Great Invaders – Vikings/Anglo-Saxons</p> <p style="text-align: center;">Significance of People and Events</p> <p style="text-align: center;">Continuity and Change</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 	

			<p>change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>
B		<p>Ancient Egypt Significance of People and Events Continuity and Change</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>Rivers, Mountains, Coasts Continuity and Change</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about a local history study.</p>	<p>Fairtrade – The Mayan Civilization Similarities and Difference</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: AD 900; Mayan civilization.</p>



Progression in history involves developing historical perspective through:

- Wider, more detailed and chronologically secure knowledge
- Sharper methods of enquiry and communication
- Deeper understanding of more complex issues and abstract ideas
- Closer integration of history's key concepts.
- Greater independence in all of these areas Our history curriculum builds towards clear end-points.

Detailed below is what children will be expected to do by the end of each key stage using key skills.

	By the end of EYFS	By the end of KS1	By the end of LKS2
CHRONOLOGICAL UNDERSTANDING	<ul style="list-style-type: none"> • Develop understanding of growth and changes over time. 	<ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time. • Know where people and events studied fit into a chronological framework. • Identify similarities and differences between periods. 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history. • Establish clear narratives within and across periods studied. • Note connections, contrasts and trends over time.
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. • Question why things happen and give explanations. 	<ul style="list-style-type: none"> • Ask and answer questions. • Understand some ways we find out about the past. • Choose and use parts of stories and other sources to show understanding of concepts including; • <i>Identify similarities / differences between ways of life at different times.</i> 	<ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources. • Construct informed responses by ... • Selecting and organising relevant historical information. • Regularly address and sometimes devise historically valid questions regarding: • <i>Describing / making links between main events, situations and changes within and across different periods/societies.</i> • <i>Identify and give reasons for, results of, historical events, situations, changes.</i>

		<ul style="list-style-type: none"> • <i>Recognise why people did things, why events happened and what happened as a result.</i> • <i>Make simple observations about different types of people, events, beliefs within a society.</i> • <i>Talk about who was important eg in a simple historical account.</i> 	<ul style="list-style-type: none"> • <i>Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</i> • <i>Identify historically significant people and events in situations.</i>
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> • Know some similarities and differences between some things in the past and now drawing on their experiences and what has been read in class. • Talk about the lives of people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this.

Some of these skills are underpinned by key concepts that are developed through regular re-visiting in different contexts and learning. These are detailed below.

	By the end of EYFS	By the end of KS1	By the end of LKS2
CONTINUITY AND CHANGE	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. • Develop understanding of growth and changes over time. 	<ul style="list-style-type: none"> • Identify similarities and differences between ways of life at different times. 	<ul style="list-style-type: none"> • Describe and make links between main events, situations and changes within and across different time periods.
CAUSE AND CONSEQUENCE	<ul style="list-style-type: none"> • Question why things happen and give explanations. 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> • Identify and give reasons for and results of historical events, situations and changes.
SIMILARITY AND DIFFERENCE	<ul style="list-style-type: none"> • Know some similarities and differences between some things in the past and now drawing on their 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events and beliefs within a society. 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain and the wider world.

	experiences and what has been read in class.		
SIGNIFICANCE OF PEOPLE AND EVENTS	<ul style="list-style-type: none"> •Talk about the lives of people around them and their roles in society. •Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Talk about who was important in a simple historical account. 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations.

Christopher Rawlins CE Primary School

History Progression of Knowledge



Year 1/2 – You, me and everybody

	Prior Learning (EYFS)	New Learning	Future Learning – when will key concepts next be revisited?
National Curriculum Objectives	<ul style="list-style-type: none"> Talk about members of their immediate family and the community. Name and describe people who are familiar to them. Comment on images or familiar situations in the past. Compare and contrast characters from stories including characters from the past. Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between things in the past and now (ELG) Talk about the lives of people around them and their roles in society (ELG) Drawing on their experiences and what has been read in class (ELG). 	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. The lives of significant individuals from the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality. 	<p>The Great Fire of London (Y1/2)</p> <ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Events beyond living memory that are significant nationally or globally.</p>
Key concepts	<ul style="list-style-type: none"> Developing language related to time Sequencing events Talking about the past Roles of significant people in our lives 	<ul style="list-style-type: none"> Significance of people and events – Florence Nightingale – why was she important? Continuity and change – identify similarities and differences between ways of life through the era of Florence Nightingale. 	<ul style="list-style-type: none"> Cause and consequence – explain why things happen e.g. how did the fire start? What were the consequences of it? Significance of people and events – Samuel Pepys. Why was he important in the Great Fire of London?
Key Questions	<ul style="list-style-type: none"> Are we all the same? How are we different? Who's in your family? Who helps us in our everyday life? 	<ul style="list-style-type: none"> Who was Florence Nightingale? Why was she important? What impact did she make? How did she influence the present day? 	<ul style="list-style-type: none"> When was the Great Fire of London? How did it start? Why did it spread so quickly? What is an eyewitness account? Who is Samuel Pepys?

			<ul style="list-style-type: none"> How is London different from 1666 to the present day?
Vocabulary	Time related language e.g. first, then, next family members, people who help us e.g. police, doctor, change	the past, present, then, now, significant, changes,	Pudding Lane, Samuel Pepys, diary, bakery, London, The Monument, King Charles II, River Thames, eyewitness

Year 1/2 – The Great Fire of London

	Prior Learning (EYFS)	New Learning (Year 1/2)	Future Learning – when will the key concepts next be revisited?
National Curriculum Objectives	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Describe events in some detail. Describe a sequence of events using words such as first, then. Drawing on their experiences and what has been read in class (ELG). Know some similarities and differences between things in the past and now (ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG). 	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <u>Events beyond living memory that are significant nationally or globally.</u> 	<p style="text-align: center;">The Romans (Y3/4)</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about the Roman Empire and its impact on Britain.
Key Concepts	<p>Introducing language related to celebrations and events in the past:</p> <ul style="list-style-type: none"> Birthdays Bonfire Night Remembrance Day Harvest Diwali Advent Nativity/Christmas 	<ul style="list-style-type: none"> Cause and consequence – explain why things happen e.g. how did the fire start? What were the consequences of it? Significance of people and events – Samuel Pepys. Why was he important in the Great Fire of London? 	<ul style="list-style-type: none"> Significance of people and events – identify historically significant individuals e.g. Julius Caesar the leader of the Roman Empire Cause and consequence – Julius Caesar’s attempted invasion in 52-54 BC, identify and give reasons for it, what was the result and how did that impact the next era of the Roman’s?
Key Questions	<p>What is a celebration? How do we celebrate Bonfire night? What does it mean to remember something?</p>	<ul style="list-style-type: none"> When was the Great Fire of London? How did it start? Why did it spread so quickly? What is an eyewitness account? Who is Samuel Pepys? How is London different from 1666 to the present day? 	<ul style="list-style-type: none"> Who were the Romans? How long ago did the Romans exist? Where did they invade? Who was Romulus and Remus and what did they do? Who was Julius Caesar and what did he do? How did Rome expand over the Roman period? What are the differences between in the rich and poor in the Roman period?

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Vocabulary	Bonfire night, fireworks, 5th November, remember	Pudding Lane, Samuel Pepys, diary, bakery, London, The Monument, King Charles II, River Thames, eyewitness	Boudicca, Julius Caesar, Alexander the Great, Olympics, colosseum, gladiator, chariot, aqueduct, Roman numerals, emperor, centurion, Acropolis, empire, Londinium, Roman baths, mosaics, Roman roads, legion, infantry, pillage, invasion

Year 1/2 - Toys

	Prior Learning (EYFS)	New Learning (Year 1/2)	Future Learning – when will key concepts next be revisited?
National Curriculum Objectives	<ul style="list-style-type: none"> Observations of things changing over time. Historical language Basic enquiry skills Exploring artefacts Drawing on their experiences and what has been read in class (ELG). Know some similarities and differences between things in the past and now (ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG). Talk about the lives of people around them and their roles in society (ELG) 	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Changes within living memory 	<p style="text-align: center;">Turrets and Tiaras (Y1/2)</p> <ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>The lives of significant individuals from the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p>
Key Concepts	<ul style="list-style-type: none"> Developing time language. Observations of things changing over time. 	<ul style="list-style-type: none"> Similarity and difference – make comparisons of similarities and differences between toys as they have developed through different historical periods 	<ul style="list-style-type: none"> Continuity and change – how did castles develop and how have they changed over time? Similarity and differences – make simple observations of the different roles of people who lived and worked in castles
Key Questions	<ul style="list-style-type: none"> How has it changed? What is different? What is the same? How do you know? 	<ul style="list-style-type: none"> How have toys changed over the years? What are the similarities between toys from the past and from the present day? Can you ask and answer questions about old and new toys? What are toys from different historical periods made of? 	<ul style="list-style-type: none"> What are the features of a castle and their purpose? How long ago did people live in them? Who lived in them? What was castle life like?
Vocabulary	Time related language related to time e.g. first, next, change, different, same	<ul style="list-style-type: none"> Old, new, mechanics, past, present, before, after, chronological order 	Portcullis, drawbridge, moat, turrets, keep, bailey, king, queen, armour,

Year 1/2 – Turrets and Tiaras

	Prior Learning – when were the key concepts previously taught?	New Learning (Year 1/2)	Future Learning – when will key concepts next be revisited?
National Curriculum Objectives	<ul style="list-style-type: none"> ● Comment on images or familiar situations in the past. ● Compare and contrast characters from stories including characters from the past. ● Describe events in some detail. ● Describe a sequence of events using words such as first, then. ● Begin to describe a sequence of events using words such as first, then ● Drawing on their experiences and what has been read in class (ELG). ● Know some similarities and differences between things in the past and now (ELG) ● Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG). ● Talk about the lives of people around them and their roles in society (ELG) 	<ul style="list-style-type: none"> ● Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. ● They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. ● They should use a wide vocabulary of everyday historical terms. ● They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. ● They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p style="text-align: center;"><u>The lives of significant individuals from the past who have contributed to national and international achievements.</u> <u>Significant historical events, people and places in their own locality.</u></p>	<p style="text-align: center;">The Ancient Greeks</p> <ul style="list-style-type: none"> ● Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. ● They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. ● They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. ● They should understand how our knowledge of the past is constructed from a range of sources. <p>● <u>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</u></p>
Key concepts	<ul style="list-style-type: none"> ● Introducing language related to castles. ● Begin to look at different buildings from the past. ● Developing simple enquiry skills ● Exploring artefacts and photos from the past. ● Exploring roles from the past through storytelling e.g. Kings, Queens 	<ul style="list-style-type: none"> ● Continuity and change – how did castles develop and how have they changed over time? ● Similarity and differences – make simple observations of the different roles of people who lived and worked in castles 	<ul style="list-style-type: none"> ● Continuity and change – make links between the main events, situations and changes across the Ancient Greek period e.g. the Olympic Games ● Significant people and events – Alexander the Great
Key Questions	<ul style="list-style-type: none"> ● Who might live in a castle? ● What is a King or a Queen and what do they do? 	<ul style="list-style-type: none"> ● What are the features of a castle and their purpose? ● How long ago did people live in them? ● Who lived in them? 	<ul style="list-style-type: none"> ● When was the Ancient Greek period? ● How can we use sources of History to find out about the past?

	<ul style="list-style-type: none"> • Have you seen or visited a castle before and what was it like? 	<ul style="list-style-type: none"> • What was castle life like? 	<ul style="list-style-type: none"> • What are the periods in the Ancient Greek era? • What are the similarities and differences between ancient and modern maps of Greece, and Athens and Sparta? • What made Ancient Greek fighters so powerful? • Who were the Greek gods/goddesses and what did they do? • What were the achievements of the Ancient Greeks? • How did they influence the western world?
<p>Vocabulary</p>	<p>Castle related language castle, turret, tower, drawbridge, King, Queen, Knights, sequencing language through storytelling e.g. first, next, now, then</p>	<p>Portcullis, drawbridge, moat, turrets, keep, bailey, king, queen, armour,</p>	<p>Acropolis, ancient, civilization, Mount Olympus, Parthenon, Alexander the Great, democracy, Olympics</p>

Year 3/4 – The Ancient Greeks

	Prior Learning – when were the key concepts previously taught?	New Learning	Future Learning – when will key concepts next be revisited?
<p>National Curriculum Objectives</p>	<p style="text-align: center;">Turrets and Tiaras (Y1/2)</p> <ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>The lives of significant individuals from the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p style="text-align: center;">Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p style="text-align: center;">The Stone Age (Y3/4)</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <ul style="list-style-type: none"> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.
<p>Key concepts</p>	<ul style="list-style-type: none"> Continuity and change – how did castles develop and how have they changed over time? 	<ul style="list-style-type: none"> Continuity and change – make links between the main events, situations and changes across the Ancient Greek period e.g. the Olympic Games Significant people and events – Alexander the Great 	<ul style="list-style-type: none"> Continuity and change – how did the Stone Age move into Iron Age? What are the similarities and differences between the ways of life in the different periods?

	<p>Similarity and differences – make simple observations of the different roles of people who lived and worked in castles</p>		<ul style="list-style-type: none"> ● Similarity and differences – make observations about people through the Stone Age to the Iron Age making notes on how their social behaviour changed through the era
<p>Key Questions</p>	<ul style="list-style-type: none"> ● What are the features of a castle and their purpose? ● How long ago did people live in them? ● Who lived in them? <p>What was castle life like?</p>	<ul style="list-style-type: none"> ● When was the Ancient Greek period? ● How can we use sources of History to find out about the past? ● What are the periods in the Ancient Greek era? ● What are the similarities and differences between ancient and modern maps of Greece, and Athens and Sparta? ● What made Ancient Greek fighters so powerful? ● Who were the Greek gods/goddesses and what did they do? ● What were the achievements of the Ancient Greeks? ● How did they influence the western world? 	<ul style="list-style-type: none"> ● How long ago was the Stone Age period? ● What are the three periods in the Stone Age? ● How did a Stone Age person survive? ● What is bronze and how was it used? ● What is iron and how was it used? ● What is Skara Brae? ●
<p>Vocabulary</p>	<p>Portcullis, drawbridge, moat, turrets, keep, bailey, king, queen, armour,</p>	<p>Acropolis, ancient, civilization, Mount Olympus, Parthenon, Alexander the Great, democracy, Olympics</p>	<p>Stone age, bronze age, iron age, palaeolithic, Mesolithic, neolithic, artefact, archaeologist, AD, BC, hunter gatherer, civilization, settlement, shelter</p>

Year 3/4 – The Stone Age

	Prior Learning – when were the key concepts previously taught?	New Learning	Future Learning – when will the key concepts next be revisited?
<p>National Curriculum Objectives</p>	<p style="text-align: center;">Turrets and Tiaras (Y1/2)</p> <ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>The lives of significant individuals from the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p>	<p>Vikings and Anglo-Saxons (Y5/6)</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>
<p>Key concept</p>	<ul style="list-style-type: none"> Continuity and change – how did castles develop and how have they changed over time? 	<ul style="list-style-type: none"> Continuity and change – how did the Stone Age move into Iron Age? What are the similarities and differences between the ways of life in the different periods? 	<ul style="list-style-type: none"> Significance of people and events – Edward the Confessor, Alfred the Great, King Elthelred.

	<p>Similarity and differences – make simple observations of the different roles of people who lived and worked in castles</p>	<ul style="list-style-type: none"> ● Similarity and differences – make observations about people through the Stone Age to the Iron Age making notes on how their social behaviour changed through the era 	<ul style="list-style-type: none"> ● Continuity and change – make links between the main events of both historical periods, changes and situations across the eras.
<p>Key Questions</p>	<ul style="list-style-type: none"> ● What are the features of a castle and their purpose? ● How long ago did people live in them? ● Who lived in them? <p>What was castle life like?</p>	<ul style="list-style-type: none"> ● How long ago was the Stone Age period? ● What are the three periods in the Stone Age? ● How did a Stone Age person survive? ● What is bronze and how was it used? ● What is iron and how was it used? ● What is Skara Brae? 	<ul style="list-style-type: none"> ● Where did the Vikings come from and why did they invade Britain? ● How did the Kings of Britain deal with the Viking invasion? ● How did the Vikings live and work? ● How did the last Anglo-Saxon kings shape Britain? ● How, when and why did the Anglo-Saxons and Scots invade Britain and where did they come from? ● Where did the Anglo-Saxons and Scots settle? ● How did the Anglo-Saxons change Britain? ● What was life like in Anglo-Saxon Britain? ●
<p>Vocabulary</p>	<p>Portcullis, drawbridge, moat, turrets, keep, bailey, king, queen, armour,</p>	<p>Stone age, bronze age, iron age, palaeolithic, Mesolithic, neolithic, artefact, archaeologist, AD, BC, hunter gatherer, civilization, settlement, shelter</p>	<p>Angles, Jutes, Saxons, Frisians, Scotti, Picts, Romans, King Vortigern, Britain, Denmark, Germany, Holland, invade, invaders, invasions, Angle Land, Anglo-Saxons, native Britons, raids, Germanic tribe. Settlement, conquest, invade, invaders, kingdom, unify, Essex, Sussex, Wessex, East Anglia, Mercia, Kent, Northumbria. Vikings, Norway, Denmark, Sweden, Scandinavia, Norse, Danes, Danish, raid, pillage, longship, merchant, invaders, settlers</p>

Year 3/4 – The Romans

	Prior Learning – when were the key concepts previously taught?	New Learning	Future Learning – when will the key concepts next be revisited?
<p>National Curriculum Objectives</p>	<p style="text-align: center;">The Great Fire of London (Y1/2)</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p><u>Events beyond living memory that are significant nationally or globally.</u></p>	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>• <u>Pupils should be taught about the Roman Empire and its impact on Britain.</u></p>	<p style="text-align: center;">World War II (Y5/6)</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the Battle of Britain.</u></p>
<p>Key concepts</p>	<ul style="list-style-type: none"> • Cause and consequence – explain why things happen e.g. how did the fire start? What were the consequences of it? <p>Significance of people and events – Samuel Pepys. Why was he important in the Great Fire of London?</p>	<ul style="list-style-type: none"> • Significance of people and events – identify historically significant individuals e.g. Julius Caesar the leader of the Roman Empire • Cause and consequence – Julius Caesar's attempted invasion in 52-54 BC, identify and give reasons for it, what was the result and how did that impact the next era of the Roman's? 	<ul style="list-style-type: none"> • Significance of people and events – identify historical figures e.g. Winston Churchill, Adolf Hitler and explain their roles during the war and how their decisions impacted others. • Cause and consequence – identify and give reasons for why World War II started and the results it had

Key Questions	<ul style="list-style-type: none"> • When was the Great Fire of London? • How did it start? • Why did it spread so quickly? • What is an eyewitness account? • Who is Samuel Pepys? <p>How is London different from 1666 to the present day?</p>	<ul style="list-style-type: none"> • Who were the Romans? • How long ago did the Romans exist? • Where did they invade? • Who was Romulus and Remus and what did they do? • Who was Julius Caesar and what did he do? • How did Rome expand over the Roman period? • What are the differences between in the rich and poor in the Roman period? 	<ul style="list-style-type: none"> • How were Banbury and the surrounding areas effected by World War Two? • When and why did WW2 begin? • What was the impact of children during the war? • How did the war impact on how people lived e.g rationing? • What did men and women do during the war? • What was life like living through The Blitz? • What impact did the Holocaust have? •
Vocabulary	<p>Pudding Lane, Samuel Pepys, diary, bakery, London, The Monument, King Charles II, River Thames, eyewitness</p>	<p>Boudicca, Julius Caesar, Alexander the Great, Olympics, colosseum, gladiator, chariot, aqueduct, Roman numerals, emperor, centurion, Acropolis, empire, Londinium, Roman baths, mosaics, Roman roads, legion, infantry, pillage, invasion</p>	<p>Adolf Hitler. Winston Churchill, air raid, air siren, air raid shelter, Morrison shelter, Anderson shelter, allies, Battle of Britain, blackouts, Blitz, evacuation, evacuee, gas mask, Rationing, ration book, coupons, Spitfire, doodlebug, Luftwaffe,</p>

Year 5/6 – World War II

	Prior Learning – when were the key concepts previously taught?	New Learning	Future Learning – when will key concepts next be revisited?
National Curriculum Objectives	<p>The Romans (Y3/4)</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <u>Pupils should be taught about the Roman Empire and its impact on Britain.</u> 	<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the Battle of Britain.</u></p>	<p>Anglo-Saxons and the Vikings (Y5/6)</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <ul style="list-style-type: none"> <u>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u>
Key concepts	<ul style="list-style-type: none"> Significance of people and events – identify historically significant individuals e.g. Julius Caesar the leader of the Roman Empire 	<ul style="list-style-type: none"> Significance of people and events – identify historical figures e.g. Winston Churchill, Adolf Hitler and explain their roles during the war and how their decisions impacted others. 	<ul style="list-style-type: none"> Significance of people and events – Edward the Confessor, Alfred the Great, King Ethelred.

	<p>Cause and consequence – Julius Caesar’s attempted invasion in 52-54 BC, identify and give reasons for it, what was the result and how did that impact the next era of the Roman’s?</p>	<ul style="list-style-type: none"> ● Cause and consequence – identify and give reasons for why World War II started and the results it had 	<ul style="list-style-type: none"> ● Continuity and change – make links between the main events of both historical periods, changes and situations across the eras.
<p>Key Questions</p>	<ul style="list-style-type: none"> ● Who were the Romans? ● How long ago did the Romans exist? ● Where did they invade? ● Who was Romulus and Remus and what did they do? ● Who was Julius Caesar and what did he do? ● How did Rome expand over the Roman period? ● What are the differences between the rich and poor in the Roman period? 	<ul style="list-style-type: none"> ● How were Banbury and the surrounding areas effected by World War Two? ● When and why did WW2 begin? ● What was the impact of children during the war? ● How did the war impact on how people lived e.g rationing? ● What did men and women do during the war? ● What was life like living through The Blitz? ● What impact did the Holocaust have? 	<ul style="list-style-type: none"> ● Where did the Vikings come from and why did they invade Britain? ● How did the Kings of Britain deal with the Viking invasion? ● How did the Vikings live and work? ● How did the last Anglo-Saxon kings shape Britain? ● How, when and why did the Anglo-Saxons and Scots invade Britain and where did they come from? ● Where did the Anglo-Saxons and Scots settle? ● How did the Anglo-Saxons change Britain? ● What was life like in Anglo-Saxon Britain? ●
<p>Vocabulary</p>	<p>Boudicca, Julius Caesar, Alexander the Great, Olympics, colosseum, gladiator, chariot, aqueduct, Roman numerals, emperor, centurion, Acropolis, empire, Londiniu, Roman baths, mosaics, Roman roads, legion, infantry, pillage, invasion</p>	<p>Adolf Hitler. Winston Churchill, air raid, air siren, air raid shelter, Morrison shelter, Anderson shelter, allies, Battle of Britain, blackouts, Blitz, evacuation, evacuee, gas mask, Rationing, ration book, coupons, Spitfire, doodlebug, Luftwaffe,</p>	<p>Angles, Jutes, Saxons, Frisians, Scotti, Picts, Romans, King Vortigern, Britain, Denmark, Germany, Holland, invade, invaders, invasions, Angle Land, Anglo-Saxons, native Britons, raids, Germanic tribe. Settlement, conquest, invade, invaders, kingdom, unify, Essex, Sussex, Wessex, East Anglia, Mercia, Kent, Northumbria. Vikings, Norway, Denmark, Sweden, Scandinavia, Norse, Danes, Danish, raid, pillage, longship, merchant, invaders, settlers</p>

Year 5/6 – Invaders: Vikings and Anglo-Saxons

	Prior Learning – when were the key concepts previously taught?	New Learning	Future Learning – when will key concepts next be revisited?
<p>National Curriculum Objectives</p>	<p>World War II (Y5/6)</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the Battle of Britain.</p>	<p>Anglo-Saxons and the Vikings</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>A local study: The Canals (Y5/6)</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <ul style="list-style-type: none"> <u>Pupils should be taught about a local history study.</u>
<p>Key concepts</p>	<ul style="list-style-type: none"> Significance of people and events – identify historical figures e.g. Winston Churchill, Adolf Hitler and explain their 	<ul style="list-style-type: none"> Significance of people and events – Edward the Confessor, Alfred the Great, King Ethelred. 	<ul style="list-style-type: none"> Continuity and change – describe the changes of the canals across different time periods from when it was built to now and the transport used on them.

	<p>roles during the war and how their decisions impacted others.</p> <p>Cause and consequence – identify and give reasons for why World War II started and the results it had</p>	<ul style="list-style-type: none"> ● Continuity and change – make links between the main events of both historical periods, changes and situations across the eras. 	
Key Questions	<ul style="list-style-type: none"> ● How were Banbury and the surrounding areas effected by World War Two? ● When and why did WW2 begin? ● What was the impact of children during the war? ● How did the war impact on how people lived e.g rationing? ● What did men and women do during the war? ● What was life like living through The Blitz? ● What impact did the Holocaust have? 	<ul style="list-style-type: none"> ● Where did the Vikings come from and why did they invade Britain? ● How did the Kings of Britain deal with the Viking invasion? ● How did the Vikings live and work? ● How did the last Anglo-Saxon kings shape Britain? ● How, when and why did the Anglo-Saxons and Scots invade Britain and where did they come from? ● Where did the Anglo-Saxons and Scots settle? ● How did the Anglo-Saxons change Britain? ● What was life like in Anglo-Saxon Britain? 	<p>Why were canals built? When were they built? Where were they built? Who built them? (e.g. types of jobs involved) How were they built? (the process)</p> <ul style="list-style-type: none"> ●
Vocabulary	<p>Adolf Hitler, Winston Churchill, air raid, air siren, air raid shelter, Morrison shelter, Anderson shelter, allies, Battle of Britain, blackouts, Blitz, evacuation, evacuee, gas mask, Rationing, ration book, coupons, Spitfire, doodlebug, Luftwaffe,</p>	<p>Angles, Jutes, Saxons, Frisians, Scotti, Picts, Romans, King Vortigern, Britain, Denmark, Germany, Holland, invade, invaders, invasions, Angle Land, Anglo-Saxons, native Britons, raids, Germanic tribe. Settlement, conquest, invade, invaders, kingdom, unify, Essex, Sussex, Wessex, East Anglia, Mercia, Kent, Northumbria. Vikings, Norway, Denmark, Sweden, Scandinavia, Norse, Danes, Danish, raid, pillage, longship, merchant, invaders, settlers</p>	<p>Canal, waterway, locks, aqueducts</p>

Year 5/6 – A local study: The Canals

	Prior Learning – when are the key concepts previously taught?	New Learning	Future Learning
National Curriculum Objectives	<p style="text-align: center;">Anglo-Saxons and the Vikings (Y5/6)</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p><u>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u></p>	<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p style="text-align: center;"><u>Pupils should be taught about a local history study.</u></p>	<h3>KS3 History Unit</h3>
Key concepts	<ul style="list-style-type: none"> Significance of people and events – Edward the Confessor, Alfred the Great, King Elthelred. 	<p>Continuity and change – describe the changes of the canals across different time periods from when it was built to now and the transport used on them.</p>	

	<p>Continuity and change – make links between the main events of both historical periods, changes and situations across the eras.</p>		
<p>Key Questions</p>	<ul style="list-style-type: none"> • Where did the Vikings come from and why did they invade Britain? • How did the Kings of Britain deal with the Viking invasion? • How did the Vikings live and work? • How did the last Anglo-Saxon kings shape Britain? • How, when and why did the Anglo-Saxons and Scots invade Britain and where did they come from? • Where did the Anglo-Saxons and Scots settle? • How did the Anglo-Saxons change Britain? • What was life like in Anglo-Saxon Britain? 	<p>Why were canals built? When were they built? Where were they built? Who built them? (e.g. types of jobs involved) How were they built? (the process)</p>	
<p>Vocabulary</p>	<p>Angles, Jutes, Saxons, Frisians, Scotti, Picts, Romans, King Vortigern, Britain, Denmark, Germany, Holland, invade, invaders, invasions, Angle Land, Anglo-Saxons, native Britons, raids, Germanic tribe. Settlement, conquest, invade, invaders, kingdom, unify, Essex, Sussex, Wessex, East Anglia, Mercia, Kent, Northumbria. Vikings, Norway, Denmark, Sweden, Scandinavia, Norse, Danes, Danish, raid, pillage, longship, merchant, invaders, settlers</p>	<p>Canal, waterway, locks, aqueducts</p>	

Year 5/6 – The Mayan Civilization

	Prior Learning – when are the key concepts previously taught?	New Learning	Future Learning – when will the key concepts next be revisited?
National Curriculum Objectives	<p style="text-align: center;">The Stone Age (Y3/4)</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <ul style="list-style-type: none"> • Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p><u>Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: AD 900; Mayan civilization.</u></p>	<h3>KS3 History Unit</h3>
Key concepts	<ul style="list-style-type: none"> • Continuity and change – how did the Stone Age move into Iron Age? What are the similarities and differences between the ways of life in the different periods? 	<p>Similarity and difference – describe social, cultural, religious and ethnic diversity during the Mayan period.</p>	

	<p>Similarity and differences – make observations about people through the Stone Age to the Iron Age making notes on how their social behaviour changed through the era</p>		
<p>Key Questions</p>	<ul style="list-style-type: none"> • How long ago was the Stone Age period? • What are the three periods in the Stone Age? • How did a Stone Age person survive? • What is bronze and how was it used? • What is iron and how was it used? • What is Skara Brae? 	<p>Who were the Mayans? What can we learn from the way they built their pyramids? What have the Mayan civilization in common with space travel? What do we know of the rituals and ceremonies carried out by the Mayan civilization? Why was the Sun an important feature in Mayan life? What caused the Mayan Civilization to disappear? What evidence do we have that the Mayans were an advanced civilization?</p>	
<p>Vocabulary</p>	<p>Stone age, bronze age, iron age, palaeolithic, Mesolithic, neolithic, artefact, archaeologist, AD, BC, hunter gatherer, civilization, settlement, shelter</p>	<p>Glyphs, codices, cacao, Chicken Itza, ahaw or ahau, batab, Itzamna, huipui, kin, Kukulcan, Uinal</p>	