



HISTORY LONG TERM PLANNING DOCUMENT

Curriculum Intent Statement

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Overview

	AUTUMN	SPRING	SUMMER
Year 1/2 – Cycle 1	<ul style="list-style-type: none"> Events beyond Living Memory that are significant nationally (Great Fire of London) 	<ul style="list-style-type: none"> The Lives of Significant Individuals (Shackleton & Norgay) 	<ul style="list-style-type: none"> Local History Study (Gatwick Airport and flight)
Year 1/2 – Cycle 2	<ul style="list-style-type: none"> Castles (Lives of significant individuals in the past – compare aspects of life in different periods) 	<ul style="list-style-type: none"> The Lives of Significant Individuals (explorers) 	<ul style="list-style-type: none"> Changes within living memory (holidays)
Year 3/4 – Cycle 1	<ul style="list-style-type: none"> Local History Study 	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain 	
Year 3/4 – Cycle 2	<ul style="list-style-type: none"> Ancient Greeks 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> A non-European society that provides contrast with British history (Benin)
Year 5/6 – Cycle 1		<ul style="list-style-type: none"> Ancient Egyptian Civilisation 	
Year 5/6 – Cycle 2	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Vikings 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 	

Skills and knowledge Ladder	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Subject Content	<p>Comment on images of familiar situations in the past Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain. Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. A local history study</p>	<p>Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>
Knowledge and understanding	<p>Know the similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Answer how and why questions about their experiences and in response to stories and events.</p>	<p>Recall some facts about people/events before living memory Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>	<p>Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past Use evidence to describe what was important to people from the past.</p>	<p>Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied.</p>

		<p>Recount the main events from a significant event in history.</p>	<p>Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</p>
<p>Chronological understanding</p>	<p>Talk about the past and present events in their own lives and in the lives of family members. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Describe dates of and order significant events from the period studied. Order significant events and dates on a timeline. Describe the main changes in a period in history.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Describe the main changes in a period in history. Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>

<p>Historical interpretation</p>	<p>Compare and contrast characters from stories including figures from the past Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.</p>	<p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Evaluate evidence to choose the most reliable forms. .Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
<p>Historical enquiry</p>	<p>Talk about members of their immediate family and community During dedicated talk time, listen to what children say about their family; share information about your own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</p>	<p>Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p>

<p>Organisation and communication</p>	<p>Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately.</p>	<p>Sort events or objects into groups (i.e. then and now.) Tell stories about the past. Talk, write and draw about things from the past.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.</p>
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**HISTORY YEAR 1 and 2
GREAT FIRE OF LONDON (1/2 term topic)**

National Curriculum Objectives		Knowledge		Links to Core Values	
Children will- <ul style="list-style-type: none"> 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] 		Children will know: <ul style="list-style-type: none"> What homes were like in 1666 London and how they were different to our own homes. What food was eaten in 1666 (link to the bakery) Will learn the words to 'London's Burning' and why it is sung. To know what fire-fighting equipment there was in 1666 and how the fire was put out. Will know who Samuel Pepys was and why we remember him. What the Monument in London is and why it is there. 		Respect Working together	
Skills				Key Vocabulary	
Children should- <ul style="list-style-type: none"> Use pictures and images to compare the past and present. Sort items into past and present. Use different sources – first hand accounts, artefacts, stories and paintings to understand and explain events in the past. Ask questions about the past 				diary, flea, plague, possessions, baker, maid, carts	
				Links to other Curriculum Areas	
DT- Tudor houses (hinges and joins) PSHE- Fire safety Geography-capital of England English writing – diaries, descriptions.		Prior Learning		Future Learning	
		Key Questions Why did London catch fire? How do we know about the Great fire of London?		Children will learn about other kings and queens of England Children will learn about houses during the medieval times (castles)	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

**HISTORY YEAR 1 and 2
FAMOUS EXPLORERS (1/2 term topic)**

National Curriculum Objectives		Knowledge		Links to Core Values	
Children will- <ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell 		Children will know- <ul style="list-style-type: none"> Who Ernest Shackleton was and why he was famous. Shackleton's journey on the Endurance and what happened to him and his crew. When his journey took place. Will use evidence to find out what Shackleton and his team had to survive. Be able to place Shackleton's journey on the Endurance on a simple time line. Know who Tensing Norgay is and why we remember him. Compare Shackleton & Norgay's means of survival 		Perseverance Working Together	
Skills				Key Vocabulary	
Children should- <ul style="list-style-type: none"> Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. 				Explorer, expedition, discovery	
				Links to other Curriculum Areas Geography-Continent of Antarctic and animals that live there	
Prior Learning		Key Questions		Future Learning	
Do children know what an explorer is. Can they name any past or present day explorers?		Why is Ernest Shackleton famous? What do explorers need to survive in cold places?		Children will learn about other explorers such as Amy Johnson.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY YEAR 1 and 2
Local History Study – Gatwick Airport (1/2 term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
Children will- <ul style="list-style-type: none"> 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] Significant historical events, people and places in their own locality 		Children will know- <ul style="list-style-type: none"> That the Wright Brothers flew the first plane in 1903. That Amy Johnson was the first female to fly solo from London to Australia in 1930. To know that Amelia Earhart was the first female to fly solo across the Atlantic in 1932 That Gatwick airport opened in 1930 but the Gatwick Airport we know today opened in 1958. How Gatwick airport has changed over the years How planes using Gatwick have changed over time. Order events linked to the airport in a time line – old/older/oldest and/or past/present 		Perseverance Working together Independence	
Skills				Key Vocabulary	
Children should- <ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Use a wide range of information to answer questions. 				Glider, aeroplane, hot air balloon, airport	
				Links to other Curriculum Areas	
				Science/DT- Helicopter spinners	
Prior Learning		Key Questions		Future Learning	
Children will have learnt about other explorers in history		How has flying changed over time? Why are Amelia Earhart and Amy Johnson famous?		Children will compare and contrast historical evidence of how people lived in local historical study	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY YEAR 1 and 2
Significant Individuals/Castles (1/2 term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
Children will Learn about - <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 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 (Henry VIII, Queen Elizabeth 1 and 11). 		Children will know- <ul style="list-style-type: none"> Know what it was like to live in a castle and how this compares to houses today. How and why castles were first used, and how they changed. About what castle defences were like. About what weapons were used to defend a castle What role a knight played in a castle Compare and contrast castles throughout the ages (up to modern castles) Know about famous kings and queens and what a monarchy means 		Respect	
Skills				Key Vocabulary	
Children should- <ul style="list-style-type: none"> Describe the differences between then and now. Use information to describe the past. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. 				Defence, drawbridge, portcullis, battlements, armour, weapons, moat, banquet, battle, belfry	
				Links to other Curriculum Areas DT- drawbridges-hinge, wells- winding mechanism Science – material properties	
Prior Learning		Key Questions		Future Learning	
Have children visited a castle before? Link back to the Queen's platinum jubilee celebrations that took place June 2022.		What is it like to live in a castle? What features did a castle have to protect its residents?		Children will learn about rulers, defence and special buildings when studying the Roman Empire.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY YEAR 1 and 2
Significant Individuals - Explorers (1/2 term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
Children will Learn about - <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 		Children know- <ul style="list-style-type: none"> Who significant explorers such as Captain Scott, Christopher Columbus and Neil Armstrong what they did. When they made the expeditions and to where Why different expeditions were recorded in different ways. How life was different when these explorers were alive 		Perseverance	
Skills				Key Vocabulary	
Children should- <ul style="list-style-type: none"> Describe the differences between then and now. Use information to describe the past. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Order events 				Explorer, expedition	
				Links to other Curriculum Areas	
				English – children will read Meerkat Mail Geography – children will learn about the oceans and continents	
Prior Learning		Key Questions		Future Learning	
Children will have learnt about other explorers		How did we find out more about the world and space? What is similar about different explorers?		Children will learn how the Romans and Vikings explored lands and invaded other countries.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY YEAR 1 and 2
The Seaside Now and Then (1/2 term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
Children will Learn about –		Children know- <ul style="list-style-type: none"> • how holidays have changed over time by comparing their holidays, their parents holidays, their grandparents holidays, Victorian holidays – including <ul style="list-style-type: none"> ○ travel ○ location ○ entertainment 			
<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 				Key Vocabulary	
Skills Children should- <ul style="list-style-type: none"> • Use different sources of information to find out about and compare seaside holidays in the past and present. 				Punch and Judy (puppets), pier, promenade, deckchair,	
				Links to other Curriculum Areas	
Prior Learning		Key Questions		Future Learning	
Children will have compared past and present in other areas of home life.		What was it like to go on holiday in the past?		The Roman Empire and its impact on Britain.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY – YEAR 3/4
Local History Study (1/2 term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
Children will: - <ul style="list-style-type: none"> A local history study (e.g. a depth study linked to one of the British areas of study listed above / a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) / a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 		Children will know: - <u>Local History</u> <ul style="list-style-type: none"> Use photographs to understand how a local area has changed over time. Know why the Victorian and Edwardian era saw such a change to our local area What shows us (buildings, maps, names) that Horsham used to be a market town To know how the invention of steam travel changed everyday life. The impact of the railway on Horsham How rail travel has changed over the past 150 years. 		Respect Perseverance Reflection Working together	
Skills				Key Vocabulary	
Children should: - <ul style="list-style-type: none"> Ask and answer questions about the past. Understand that knowledge about the past is constructed from a variety of sources. Awareness that different versions of the past may exist and I can begin to suggest reasons why. I can develop appropriate terminology e.g. empire, civilisation, monarch. I can identify and give reasons for historical events, situations and changes. I can describe some of the similarities and differences between different periods. I can identify historically significant people. 				Industry, development, impact, influence, locality.	
				Links to other Curriculum Areas	
				Geography – Linking with Geography skills looking at our local area and how industry has moulded the landscape.	
Prior Learning		Key Questions		Future Learning	
<ul style="list-style-type: none"> Changes within living memory Events beyond living memory that are significant Lives of significant individuals Significant events/ people in the locality 		How has the past impacted on today?		The impact of invaders such as the Saxon's and Vikings on Britain.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY – YEAR 3/4
Ancient Greece (1/2 term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
Children will: - <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 		Children will know: - <u>Ancient Greece</u> <ul style="list-style-type: none"> Who the Ancient Greeks were and when they ruled When the Olympic Games started and what they were like. How these were different to the modern Olympics What Ancient Greek family life was like The difference between Athens and Sparta Greek gods and goddesses Greek inventions and their impact on modern life 		Respect Perseverance Reflection Working together	
Skills				Key Vocabulary	
Children should: - <ul style="list-style-type: none"> Ask and answer questions about the past. Understand that knowledge about the past is constructed from a variety of sources. Awareness that different versions of the past may exist and I can begin to suggest reasons why. I can develop appropriate terminology e.g. empire, civilisation, monarch. I can identify and give reasons for historical events, situations and changes. I can describe some of the similarities and differences between different periods. I can identify historically significant people. 				Democracy, Olympics, marathon, invention	
				Links to other Curriculum Areas	
				Geography – Linking with Geography skills looking at our local area and how industry has moulded the landscape. Science- Pupils will research notable scientists and inventors, with a strong focus on diversity including woman and people from ethnic minorities.	
Prior Learning		Key Questions		Future Learning	
<ul style="list-style-type: none"> Changes within living memory Events beyond living memory that are significant Lives of significant individuals Significant events/ people in the locality 		How has the past impacted on today?		Children will go on to learn about the Romans in the next cycle. Studying Egyptian ancient civilisation.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY – YEAR 3/4
Changes in Britain from Stone Age to Iron Age (term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
Children will: - <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources 		Children will know - <ul style="list-style-type: none"> The Stone Age began around 2.5 million years ago and lasted until around 2300 BC. The Stone Age is split into three different periods: <ul style="list-style-type: none"> The Palaeolithic period – 3,000,000BC (early Stone Age) The Mesolithic period – 10,000BC (middle Stone Age) The Neolithic period – 4,500BC – 2,400BC (late Stone Age) What homes and every-day life were like in these different periods. What tools were used in these periods What evidence exists to support our understanding of pre-history – cave paintings, Skara Brae 		Well Being Perseverance	
Skills				Key Vocabulary	
Children should: - <ul style="list-style-type: none"> Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 				Pre-history, BC, civilisation, hunter gatherer,	
				Links to other Curriculum Areas	
				Geography – settlement; human and physical geography; mapping Stone Age monuments DT – Stone Age dwellings; Stone Age bread Art – cave paintings	
Prior Learning		Key Questions		Future Learning	
<ul style="list-style-type: none"> Changes within living memory Events beyond living memory that are significant Lives of significant individuals Significant events/ people in the locality 		Why are there different accounts of historical events?		Children will go on to learn about the Romans in the next cycle.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY – YEAR 3/4
The Roman Empire (term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
The Roman Empire and its impact on Britain (e.g. Julius Caesar’s attempted invasion in 55-54 BC / the Roman Empire by AD 42 and the power of its army / successful invasion by Claudius and conquest, including Hadrian’s Wall / British resistance, for example, Boudica / ‘Romanisation’ of Britain: impact of technology, culture and beliefs, including early Christianity)		Children will know: - About the Roman Empire and its Impact on Britain: <ul style="list-style-type: none"> Understand the meaning of BC, AD and BCE, CE. Order key events from the Roman era on a timeline Know where the Romans fit on the timeline of British and World civilisations. Who Julius Caesar was and the dates/events of his attempted invasion of Britain When Claudius invaded Britain and why he succeeded What made the Roman army so successful Who Boudicca was and how she put up a resistance to the Roman invasion What Roman home life was like and how this compared to life in Britain before their invasion - homes, food, clothing What the Romans left behind. 		Respect Perseverance Reflection	
Skills				Key Vocabulary	
Children should: - <ul style="list-style-type: none"> Describe the main changes in a period in history. Suggest where we might find answers to questions using sources. Construct and organise responses by selecting relevant historical data. Be aware that different versions of the past may exist and I can begin to suggest reasons why. Describe some of the similarities and differences between different periods. Identify historically significant people and events in situations. 				empire, civilisation, trade, Emperor, economy, citizenship, Celts, invasion	
				Links to other Curriculum Areas	
				Geography – European map work, human geography of settlements and land use. Art & DT – Roman Emperor portraits and clay pots.	
Prior Learning		Key Questions		Future Learning	
<ul style="list-style-type: none"> Changes within living memory Events beyond living memory that are significant Lives of significant individuals Significant events/ people in the locality If already studied Cycle B, pupils will link the rise and fall of the kingdom to Benin. 		How did the Romans impact Britain?		Children will go on to learn about the Stone Age/Benin kingdom in the next cycle. In Upper KS2 pupils will explore events that came after the Romans with the Scots and Anglo-Saxon invasions.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY – YEAR 3/4
A non-European society - Benin (1/2 term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
A non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300.		Children will know: - <ul style="list-style-type: none"> Where the Kingdom of Benin was located and how this is the not the same place as the Benin we know today That the Kingdom existed from c. 900 – 1300 AD Information about the Kingdom of Benin and the sources historians use to find this out The rulers of the Kingdom The lives of everyday people in the Kingdom Who Benin traded with and why this was important When Benin's Golden Age happened, what it was like and compare to what was happening in Britain at the same time. Why the Kingdom declined and collapsed. 		Respect Perseverance Reflection Independence Working Together	
Skills				Key Vocabulary	
Children should: - <ul style="list-style-type: none"> I can develop appropriate terminology I can suggest where we might find answers to questions using sources. I am aware that different versions of the past may exist and I can begin to suggest reasons why. I can identify some of the results of historical events, situations and changes. I can begin to describe historically significant people and events in situations Discuss the role of artefacts vs. oral histories.. 				empire, civilisation, monarch. Obas, artefacts, trade, kingdom.	
				Links to other Curriculum Areas	
				Geography – human and physical geography.	
Prior Learning		Key Questions		Future Learning	
<ul style="list-style-type: none"> Changes within living memory Events beyond living memory that are significant Significant events/ people in the locality If already studied Cycle B, pupils will link the rise and fall of the kingdom to the Romans. 		What was it like to live in the Kingdom of Benin? How was life in Benin different to life in the UK at the same time?		Children will go on to learn about the Romans in the next cycle. Studying ancient civilisations - Egyptians	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY – YEAR 5/6
Aspect or theme of British History – World War 1 & 2 (term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
Children to:- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		Children will know: <ul style="list-style-type: none"> • The alliances, allies and countries involved in fighting within the wars • Use evidence to show how technology advanced in WWI • Identify the animals used during the conflict and how they were utilised • Explain how the suffragette movement developed in the lead up to WWI and how the course of the war changed women's roles • Understand what propaganda was, how it was used and the effect it had on the population • Identify the different roles of people in Britain during the war including children • Understand how the wars ended • Understand what the Holocaust and Blitz were and how they were central to the conflict • Identify the reasoning behind children being evacuated during WWII 		Respect Reflection	
Skills				Key Vocabulary	
Children should:- <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied. • Describe how some of the things studied from the past affect/influence life today. • Order significant events, movements and dates on a timeline. • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 				Propaganda, trench, suffragette, western front, conchie, hun, battalion, alliance, shell-shock, no man's land, over the top	
				Links to other Curriculum Areas	
				English <ul style="list-style-type: none"> • Poetry • Informal letters • Historical recount DT <ul style="list-style-type: none"> • 3D structures (trenches) • Sewing WWI celebration bunting Art <ul style="list-style-type: none"> • Printing Music <ul style="list-style-type: none"> • Singing music of the era 	
Prior Learning		Key Questions		Future Learning	
		Why does conflict arise? How do contradicting ideas gather momentum?		Children will go on to learn about the Invaders and Settlers in the next cycle.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

HISTORY – Year 5/6
Anglo-Saxons and Vikings (term topic)

National Curriculum Objectives		Knowledge		Links to Core Values	
Children to:- <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots (e.g Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire / Scots invasions from Ireland to north Britain (now Scotland) / Anglo-Saxon invasions, settlements and kingdoms: place names and village life / Anglo-Saxon art and culture / Christian conversion – Canterbury, Iona and Lindisfarne The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 		<u>Anglo-Saxons and Scots</u> About the settlement of the Anglo-Saxons and Scots: <ul style="list-style-type: none"> Who the Anglo-Saxons and Scots were, where they came from and when they invaded Britain How the Anglo-Saxons changed Britain – settlements, kingdoms, village names and life To understand Anglo-Saxon art and culture including King Arthur and runes Christian conversion – Canterbury, Iona and Lindisfarne 		Be Reflective, Independence, Perseverance, Show Respect, Working Together	
Skills <ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Order significant events, movements and dates on a timeline. 		<u>Vikings</u> <ul style="list-style-type: none"> Will understand where the Vikings came from and when/where they invaded To know why the Vikings invaded Britain To know who Alfred the Great and Athelstan were and what they did Know how Vikings lived and worked Understand why the Vikings were successful 		Key Vocabulary Settlement, Christian conversion, civilisation,	
				Links to other Curriculum Areas	
Prior Learning Children will have studied the Romans in Year 3/4		Key Questions Who were the Anglo-Saxons? Who were the Vikings?		Future Learning How does this and periods in history influence modern day Britain	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology

**HISTORY – Year 5/6
Ancient Egyptians**

National Curriculum Objectives		Knowledge		Links to Core Values	
Children to:- <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 		Children will know: <ul style="list-style-type: none"> When each of the first civilisations appeared – Ancient Sumer, Indus Valley, Ancient Egypt, The Shang Dynasty Where the Ancient Civilisation was situated and why the River Nile was so important What artefacts tell us about the Ancient Egyptians The structure of Ancient Egyptian society To know what mummification was and who was buried in this way Why the discovery of Tutankhamun's was important and how it was discovered About some of the Egyptian gods and how they were important and powerful 		Be Reflective, Independence, Perseverance, Show Respect, Working Together	
Skills				Key Vocabulary	
<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Order significant events, movements and dates on a timeline. 				Afterlife, ankh, Canopic jar, embalming. hieroglyphics, mummification, pharaoh	
				Links to other Curriculum Areas	
				Design and making a Canopic jar. Drama linked to Egyptian day experience.	
Prior Learning		Key Questions		Future Learning	
Children will have studied the Greeks and Romans in Year 3/4		Who were the Egyptians? How do we know so much about the Egyptians		Other ancient civilisations studied at KS 3.	
Substantive Topics Covered					
Invasion	Monarchy/ Kingdom/ Empire	Defence/Armies	Home Life	Church/Religion/ Beliefs	Technology