

Parkwood Primary School History Curriculum

KS1:

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- 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
- Ask and answer questions, choosing and using parts of stories and other sources to show what they know and understand key features of events

KS2:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Address and devise historically valid questions about change, cause, similarity and difference, and significance
- Form responses that involve thoughtful selection and organization of relevant historical information
- Understand how knowledge of the past is constructed from a range of sources

FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Periods of History						
<u>Settlements/daily life</u> Similarities and differences between familiar situations (home, toys and transport).	<u>Daily life</u> Significant historical events, people and places in their locality: compare the school to a school in Victorian Britain <u>Daily life</u> Changes within living memory/impacting change in national lives: Queen Elizabeth II.	<u>Conflict</u> Events beyond living memory that are significant nationally or globally: Remembrance. <u>Settlements</u> Great Fire of London <u>Trade and wealth/daily life</u> Significant individuals: Christopher Wren and Isambard Kingdom Brunel	<u>Trade and wealth/settlements</u> Stone Age, Bronze Age and Iron Age (changes in technology). <u>Conflict/settlements</u> Romanisation of Britain including Roman withdrawal from Britain (including a local history study).	<u>Daily life</u> Ancient Greece's impact on the western world <u>Conflict/daily life</u> Battle for control of England between Vikings and Anglo Saxons (including Viking raids and invasions, and Anglo-Saxon laws and justice).	<u>Settlements (depth study)</u> Ancient Civilization (Ancient Egypt) <u>Daily life</u> Mayan Civilisation (compare to aspects of Stone Age through to Roman Britain)	<u>Conflict/daily life</u> WWII: the Home Front <u>Conflict/daily life</u> WWII: the role of women
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding Knowledge						
				<u>Recap from Year 3:</u> <ul style="list-style-type: none"> • AD (Anno Domini) is also sometimes referred to as CE (common era) 		

				<ul style="list-style-type: none"> BC (before Christ) is also sometimes referred to as BCE (before common era) 		
<ul style="list-style-type: none"> Know that the Iron Age took place a very long time ago around the time Jesus was born Know that the Victorian era took place before they or their families were born 	<p><u>Comparison of Schools</u></p> <ul style="list-style-type: none"> Know that the Victorian era happened over 100 years ago Know that, at the start of the Victorian era, children did not have to go to school Know that school was made compulsory for children between the ages of 5 and 10 at the end of the Victorian era <p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> Know that Queen Elizabeth was born almost 100 years ago. Know that Queen Elizabeth was 25 when she came to the throne Know that Queen Elizabeth's coronation was a year after she became queen. Know that the Queen's coronation was 	<p><u>Remembrance</u></p> <ul style="list-style-type: none"> Know that remembrance was first known as Armistice Day and was first held a year after WWI had ended. Know that at the end of WWII it became known as Remembrance Day Know that Remembrance Day is still an occasion marked in many countries across the world Know that Remembrance Day is held on 11th day of the 11th month at 11.00am Know that Remembrance services are held on Remembrance Sunday <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> Know that the Great Fire of London started over three hundred years ago. 	<p><u>Stone Age, Bronze Age and Iron Age</u></p> <ul style="list-style-type: none"> Know how time is ordered in history: BC (before Christ) and AD (Anno Domini – in the year of the Lord) Know that BC dates tell us how many years before the birth of Christ something occurred – link to BCE (before common era) Know that AD dates tell us how many years after the birth of Christ something occurred – link to CE (common era) Know that the Stone Age took place between 15,000BC and 3,000BC Know that the Bronze Age took place between 3,000BC and 800BC Know that the Iron Age took place between 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> Know that ancient Greece refers to the years 800BC – 146BC Know that ancient Greece occurred at a similar time to the Iron Age. <p><u>Vikings and Anglo Saxons</u></p> <ul style="list-style-type: none"> Know that Romans left Britain in 410AD as they were under attack Know that Anglo-Saxons settled in Britain from 410AD to 1066AD Know that Vikings settled in Britain from 793AD to 1066AD 	<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> Know that ancient Egypt refers to the years 3,100BC – 30BC Know that other civilisations existed at the same time (Ancient Sumer, Indus Valley, Shang Dynasty) <p><u>Mayan Civilisation</u></p> <ul style="list-style-type: none"> Know that the Mayan civilisation began around 1,500BC and ended around 1600AD 	<p><u>WWII</u></p> <ul style="list-style-type: none"> Know that Adolf Hitler became chancellor of Germany in 1933 Know that Germany threatened to invade the Sudetenland in 1938 Know that negotiations took place between Hitler and Neville Chamberlain in September of 1938 Know that the Munich Conference was held on the 29th September 1938 and that an agreement was made about the Sudetenland and Germany not being able to take any more territory Know that in March 1939, Hitler broke the Munich Agreement by invading the rest of Czechoslovakia Know that Neville

	<p>the first to be televised around the world</p> <ul style="list-style-type: none"> • Know that Queen Elizabeth reigned for 70 years • Know that Queen Elizabeth was the longest reigning monarch in the UK and second longest reigning monarch in the world • Know that the Queen celebrated her golden jubilee, diamond jubilee and platinum jubilee • Know that Queen Elizabeth II died in 2022. 	<ul style="list-style-type: none"> • Know that the fire lasted for four days • Know that the major didn't allow firebreaks to be used to stop the fire from spreading at first. • Know the king insisted that burning buildings were pulled down. • Know the navy was used to blow up houses in the path of the fire to create a fire break • Know that, after the fire, the City of London had to almost totally be rebuilt • Know that it took over 30 years to rebuild the City of London <p><u>Significant individuals</u></p> <ul style="list-style-type: none"> • Know that Sir Christopher Wren lived during the time of the Great Fire of London (over 300 years ago) 	<p>800BC and 43AD</p> <p><u>The Roman Empire</u></p> <ul style="list-style-type: none"> • Know that the Roman Empire existed between 700BC and 476AD. • Know the Roman invasion occurred in 43AD • Know that the Roman Britain ended in 410AD 			<p>Chamberlain made it clear that if Germany invade Poland, Britain would declare war.</p> <ul style="list-style-type: none"> • Know that on the 23rd August 1939, the Nazi Soviet Pact was signed (Stalin/Hitler agree invade Poland and share the territory. • Know that on the 1st September 1939, Hitler invaded Poland and refused to leave • Know that WWII started on the 1st September 1939 • Know that Neville Chamberlain declared war on Germany on the 3rd September 1939 • Know that the Battle of Britain began on the 10th July 1940 • Know that the Battle of Britain ended on the 31st October 1941 • Know that the Blitz started on
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		<ul style="list-style-type: none"> Know that Isambard Kingdom Brunel lived over a hundred years ago, when Queen Elizabeth II's great, great grandmother, Queen Victoria, was on the throne. 				<p>the 7th September 1940</p> <ul style="list-style-type: none"> Know that the Blitz ended on the 11th May 1941 Know that D Day took place on 6th June 1944 Know that in April 1945 Allied troops entered Berlin Know that on 12th April 1945, Hitler killed himself Know that on the 8th May 1945 Germany surrendered (VE Day) Know that WWII ended on the 2nd September 1945
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Chronological Understanding Skills

<p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> Sequence the main events of the Queen's life (listed above) 	<p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> Sequence the main events of the Great Fire of London (listed above) 	<p><u>Stone Age, Bronze Age and Iron Age</u></p> <ul style="list-style-type: none"> Place the Stone Age, Bronze Age and Iron Age periods on a timeline <p><u>The Roman Empire</u></p> <ul style="list-style-type: none"> Place Roman Britain on a timeline 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> Place Ancient Greece on a timeline in relation to today, as well as the Stone Age, Bronze Age, Iron Age and periods of history studied in FS and KS1 (life of life) 	<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> Place ancient Egypt on a timeline in relation to today and historical periods/events studied in FS, KS1 and LKS2 Place ancient Egypt on a timeline in 	<p><u>WWII</u></p> <ul style="list-style-type: none"> Place WWII on a timeline in relation to today and historical periods/events studied in FS, KS1 and KS2 Place the significant events of WWII on a six-year
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			<p>timeline in relation to the Stone Age, Bronze Age, Iron Age</p>	<p>of Sir Christopher Wren/life of Isambard Kingdom Brunel /life of Queen Elizabeth II/World Wars as Remembrance is studied).</p> <p><u>Anglo-Saxons and Vikings</u></p> <ul style="list-style-type: none"> Place Romans leaving Britain on a timeline in relation to today, as well as the Stone Age, Bronze Age, Iron Age, ancient Greece and periods of history studied in FS and KS1(life of life of Sir Christopher Wren/life of Isambard Kingdom Brunel /life of Queen Elizabeth II/World Wars as remembrance is studied). Place Anglo Saxon settlement in Britain on a timeline in relation to today, as well as the Stone 	<p>relation to Ancient Sumer, Indus Valley and Shang Dynasty of China)</p> <p><u>Mayan Civilisation</u></p> <ul style="list-style-type: none"> Place the dates of the Mayan civilisation on a timeline in relation to today and historical periods/events studied in FS, KS1 and LKS2 	<p>timeline (only included events listed in chronology above)</p>
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				<p>Age, Bronze Age, Iron Age, ancient Greece, Roman Britain and periods of history studied in FS and KS1 (life of life of Sir Christopher Wren/life of Isambard Kingdom Brunel /life of Queen Elizabeth II/World Wars as Remembrance is studied).</p> <ul style="list-style-type: none"> Place Vikings settlement in Britain on a timeline in relation to today, as well as the Stone Age, Bronze Age, Iron Age, ancient Greece, Roman Britain, Anglo Saxons and periods of history studied in FS and KS1 (life of life of Sir Christopher Wren/life of Isambard Kingdom Brunel /life of Queen Elizabeth II/World Wars as remembrance is studied). 		
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FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Period Knowledge/Life of a Person Knowledge						
Homes <ul style="list-style-type: none"> Know that in the Iron Age people live in tribes and they didn't get along Know Iron Age people built their houses on top of hills. Know that Iron Age people lived inside hill forts called hill forts Know that hill forts were surrounded by ditches and wooden walls to keep enemies out Know that houses were made of wood with thatched roofs Know that there would have been a fire in the middle of the house for heating and to cook Know that more terraced houses were built out of brick Know that many homes 	Comparison of School <ul style="list-style-type: none"> Know that boys and girls were kept apart from most of the day and had separate entrances Know that the school day started with assembly where the Lord's prayer would be said Know that children were inspected by the nit nurse when they left assembly and that their heads would be shaved if nits were found Know that there were three headteachers: one for the boys, one for the girls and one for the infants Know that boys were taught by men Know that girls would be taught by women Know that children would 	Remembrance <ul style="list-style-type: none"> Know that remembrance is a time to think about soldiers and those in the armed forces both now and in the past Know that remembrance is a time to think about the emergency services Know that remembrance is a time to think about anyone who has been hurt or died through conflict Know that Remembrance is marked with a two-minute silence Know that Remembrance might be marked by visiting a monument or special place Know that Remembrance is marked by military parades Know that Remembrance is marked by 	Stone Age <ul style="list-style-type: none"> Know that in the early Stone Age people lived as hunter-gatherers Know that throughout the Stone Age people gradually became more settled with permanent housing Know that axes, bow and arrows, spears and clubs were weapons/tools invented in the early Stone Age Know that in the early Stone Age people learned to control fire with the purpose of staying warm and cooking food Bronze Age <ul style="list-style-type: none"> Know that people developed the settlements they lived in to keep enemies out Know that people 	Ancient Greece <ul style="list-style-type: none"> Know that ancient Greece was divided into city-states (Sparta, Athens, Corinth and Olympia) Know that ancient Greece had an influence on Britain because of the Romans adopted Greek culture and bought elements to the country when they invaded Britain. Government set-up influence on the modern day: <ul style="list-style-type: none"> Know that the government in ancient Athens was made up of three bodies: the assembly; the council and the court Know that the assembly would decide on new laws; who should be on the council and other decision 	Ancient Egypt <ul style="list-style-type: none"> Know that the civilisation is still considered the most stable civilisation in human history because it lasted for so long. Know that they invented a form of written communication called hieroglyphics Know that reading and writing were learned by special people (scribes and priests) because it was so complicated. Know that ancient Egyptians kept detailed records Know that the Rosetta stone helped scholars to translate hieroglyphics for the first time Know that they relied on the River Nile for survival because Egypt 	WII <ul style="list-style-type: none"> To know that children were evacuated in 1939 and that many returned in 1940 due to the phoney war Know that rationing was introduced in 1940 because German submarines were attacking cargo ships. Know that rationing didn't end until 1954. Know that, after the German invasion (Battle of Britain), more rounds of evacuation took place. Know that factories, airfields, radar stations and RAF stations were targeted by Germans. Know that the German air force was called the Luftwaffe Know that the British air force was called RAF (Royal Air Force).

<p>did not have a bathroom</p> <ul style="list-style-type: none"> Know that toilets would have been outside Know that poorer families had to share toilets with other houses Know that richer families lived in town houses with running water <p><u>Toys and Games</u></p> <p><u>Iron Age</u></p> <ul style="list-style-type: none"> Know that Iron Age toys were made from things found in nature, including animal bones Know that archaeologists have found small animal figures carved out of stone or chalk that might have been used by children Know that wooden swords would have been played with Know that they had spinning toys called a rattleback 	<p>be taught reading, writing and maths (three Rs: reading, writing and arithmetic)</p> <ul style="list-style-type: none"> Know that children were expected to learn texts off by heart Know that children would write on slate but would be taught to write using a pen and ink on paper in writing lessons Know that Maths lessons focused on mental arithmetic Know that it was said boys should be given harder arithmetic than girls Know that children had object lessons (these were taken from specimen cabinets) Know that drill lessons were taught to improve fitness Know that children were taught about personal hygiene 	<p>wearing a poppy in the UK</p> <ul style="list-style-type: none"> Know that the poppy is used for Remembrance as they were the first flowers to grow on the battlefields after WWI. Know that money raised from selling poppies goes towards helping the armed forces' community <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> Know that the fire started in a bakery Know that the fire spread because houses were built from wood with thatched roofs and were close together Know that the fire didn't have a big impact on some people as it was common for fires to happen Know that the Great Fire of London led to the first fire brigade being formed. 	<p>discovered how to make bronze</p> <ul style="list-style-type: none"> Know that the discovery of bronze led to advancements in weaponry and warfare Know that the wheel was invented <p><u>Iron Age</u></p> <ul style="list-style-type: none"> Know that people developed settlements by building hill forts and that roles within villages changed Know that inventions made food production easier (plough and rotary quern-stone) Know that warfare increased because more people had access to weapons <p><u>Roman Britain</u></p> <ul style="list-style-type: none"> Know that Rome was named after King Romulus and that this was the start of 	<p>like whether or not to go to war</p> <ul style="list-style-type: none"> Know that the council decided the day-to-day running of the government Know that the court handled law suits and trials Know that the word 'democracy' comes from ancient Greece. <p><u>Sport influence on the modern day</u></p> <ul style="list-style-type: none"> Know that races would take place in a 'stadion' which is where our word 'stadium' comes from. Know that the marathon began in ancient Greece Know that the first Olympic games were held in ancient Greece Know that the ancient Olympic games were held every four years. Know that the winners received a wreath (which is still a 	<p>is surrounded by desert.</p> <ul style="list-style-type: none"> Know that the ancient Egyptians developed a farming calendar due to the fact that the River Nile floods every year which meant they could plant crops at the right time Know how the ancient Egyptians irrigated the land, including shadufs Know that pharaohs were powerful kings and queens who ruled over Ancient Egypt Know that Pharaohs were worshipped as gods on Earth Know that pharaohs kept skilled professional warriors in later years to showcase power <p><u>Mayan Civilisation</u></p> <ul style="list-style-type: none"> Know that animals were hunted with bows and arrows 	<ul style="list-style-type: none"> Know that the Germans realised they needed to change their approach as they were struggling to maintain the invasion. Know that the Germans decided to bomb British civilians and landmarks in September 1940 which resulted in the Blitz. Know that Blitz is short for Blitzkrieg which means lightning war. Know that during the Blitz Germany bombed British civilians night and day. Know that British civilians needed to prepare for air raids (shelters, taped windows, blackout curtains, carrying gas masks, learn air raid procedures) Know the protective measures
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<p><i>Victorian era:</i></p> <ul style="list-style-type: none"> • Know that children played board games • Know that children played with hoops, marbles and skipping ropes • Know that children would play chasing games • Know that some children were lucky enough to have toys like a spinning top made from wood • Know that children would play with balls although these were often made from old rags. <p><u>Transport</u></p> <ul style="list-style-type: none"> • During the Iron Age there were no roads like we have today, some were wooden • Know that most journeys were made on foot or horse back • Know that wealthy people could afford a chariot 	<ul style="list-style-type: none"> • Know that girls were taught domestic science (how to look after the house and home) • Know that children were taught history, geography and general knowledge • Know that in singing lessons children would learn traditionally hymns and the national anthem • Know that most children would go home for lunch • Know that the school day didn't finish until 5.00pm • Know that good work would be awarded with certificates. • Know that attendance was awarded with medals • Know that children were punished harshly (lines, cane, back straightener, dunce cap) • Know a school signal was used to attract 	<ul style="list-style-type: none"> • Know that we know about what happened with the fire because of a diary kept by Samuel Pepys • Know that during the time of the Great Fire of London, London was called 'the City of London' <p><u>Significant Individuals</u></p> <ul style="list-style-type: none"> • Know that Christopher Wren was a English scientist, mathematician and architect • Know that after the Great Fire of London Sir Christopher Wren was chosen as commissioner for rebuilding the City of London. • Know that Sir Christopher Wren designed St Paul's Cathedral after it was destroyed in the fire • Know that Sir Christopher Wren designed 50 new 	<p>the Roman Empire</p> <ul style="list-style-type: none"> • Know that Romans ruled over much of the world: Europe, North Africa and Asia. • Know that Roman armies were powerful • Know that the successful invasion of Emperor Claudius, where they landed on the beaches of Kent, lead to the start of Roman Britain • Know that Romans invaded Britain for cattle and precious metals • Know that current town names stem from Roman origin <p><u>Local history study of Roman Rochester:</u></p> <ul style="list-style-type: none"> • Know that the Battle of Medway, which took place near modern Rochester, was the first major recorded battle of Roman invasion that lasted two days 	<p>tradition today) and can be found on some Olympic medals today.</p> <p><u>Other ideas:</u></p> <ul style="list-style-type: none"> • Know the alphabet is based on the ancient Greek alphabet. • Know that our language is complicated because it has so many roots in ancient languages. • Know that ancient Greece have influenced modern maths and medicine today (Pythagoras/Hippocratic oath) <p><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> • Know that Anglo Saxons came from Germany, Netherlands and Denmark • Know that some Anglo Saxons chose to build new villages with houses made from wood, not stone like the Romans • Know that some settlements were built 	<ul style="list-style-type: none"> • Know that Mayans fished for shellfish, large fish and sea mammals using nets, harpoons and fish hooks • Know that most people grew their own crops • Know that farmers grew crops on a larger scale and would trade left overs at markets • Know that Mayans created calendars by studying the stars and the weather to tell them when to plant and harvest crops • Know that Mayan homes were made from wattle and daub with thatched roofs • Know that Mayans used fire to cook • Know that raised roads were built in the rainforest to make travelling easier • Know that Mayans used a metate to grind 	<p>Britain put in place (barrage balloons, tube stations for public shelters, ARP wardens, auxiliary fire service, factories changed their production lines to weaponry needed to fight in the war, radar stations were built of the south coast to detect German plan, the observer corps were set up to report sightings of German planes</p> <ul style="list-style-type: none"> • Know how the role of women changed significantly during the war. • Know that laws were changed to make unmarried women between the age of 20 and 30 join the support services for the armed forces. • Know that the women's voluntary service supported with air raid
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<ul style="list-style-type: none"> • Know that rivers were used for transport • Know that at the beginning of the Victorian era, horse drawn carriages were the main form of transport for those who could afford it • Know that bicycles became popular • Know that the penny farthing was the first bicycle • Know that more people were able to travel by steam train over long distances • Know that the first motor car was invented towards the end of the Victorian era 	<p>children's attention if they were fidgeting or fiddling</p> <p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> • Know that the golden jubilee included concerts, church services, street parties, garden parties and the lighting of beacons across the country • Know that diamond jubilee included an extra bank holiday, the Thames Diamond Jubilee Pageant and a concert • Know that the platinum jubilee included lighting of beacons, street and garden parties and a concert • Know that Queen Elizabeth played a role in opening the London Olympics. • Know that Paddington, a well-loved children's character, acted alongside the 	<p>churches after the fire and designed the Monument to the Great Fire of London as well as the Royal Observatory in Greenwich</p> <ul style="list-style-type: none"> • Know that Isambard Kingdom Brunel was an engineer and mechanic • Know that Isambard Kingdom Brunel worked on the Thames Tunnel with his father and that the tunnel is still used today. • Know that Isambard Kingdom Brunel worked on the design and construction of Paddington Station which was the main terminal of the Great Western Railway. He had to use his knowledge of bridges to make the railway work. • Know that Isambard Kingdom Brunel oversaw the 	<ul style="list-style-type: none"> • Know that the Romans created a walled, Roman town (called Durobrivae now known as Rochester) • Know that artefacts and evidence has been found for us to learn about Roman Britain. • Know that Rochester Castle was built on the remain of a Roman fort. • Know that roads we use today have Roman origins (e.g. Watling Street and A2) 	<p>inside Roman walls as a form of defence.</p> <ul style="list-style-type: none"> • Know that some settlements were built surrounded by fences to protect livestock and as a defence. • Know that some modern towns have Anglo Saxons origins <p><u>Anglo Saxon law and justice</u></p> <ul style="list-style-type: none"> • Know that keeping law and order was the responsibility of everyone in the village • Know that there were no prisons • Know that laws were written by the king • Know that punishments often included fines • Know that some punishments included physical harm or death <p><u>Scots</u></p> <ul style="list-style-type: none"> • Know that Scots were originally from Ireland and that they invaded Scotland and 	<p>maize to make tortillas</p> <ul style="list-style-type: none"> • Know that they believed in many gods • Know that the believed in ancestor worship and buried their family members underneath the floors 	<p>procedures, evacuation, salvage collections</p> <ul style="list-style-type: none"> • Know that the Women's Auxiliary Air Force took on administrative roles to support the RAF, repair aircrafts, employed as plotters to track German planes, receive information about incoming attacks from radar stations and the Observer Corps • Know that the Auxiliary Territorial Service were drivers, cooks, clerks, store keepers and served with anti-aircraft units although they were unable to use the guns • Know that Queen Elizabeth II was the first female member of the royal family to become a full time member of the armed services by joining the
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	<p>Queen when marking the platinum jubilee</p> <ul style="list-style-type: none"> • Know who took the throne after the death of the queen • Know that the British national anthem needed to change • Know what a royal cypher is • Know that the royal cypher changed when the queen died • Know that King Charles is being responsible with the environment and would like the royal cypher changed gradually • Know that money will gradually change to show King Charles' face • Know that stamps showing King Charles' face were released in April 2023 • Know that military and police uniforms will gradually change to show the royal cypher 	<p>design and construction of the Clifton Suspension Bridge which is still in use today.</p> <p>*Now use the significant individuals to compare aspects of life in London these periods</p> <p><u>1600s</u></p> <ul style="list-style-type: none"> • Know that during the Great Fire streets were very crowded and dirty • Know that many homes did not have running water • Know that people would wash themselves and their clothes in the River Thames • Know that people would use fires to heat their homes and for cooking • Know that the Great Plague took place at the time of the Great Fire of London. • Know that most people walked 		<p>took the land from the Picts</p> <ul style="list-style-type: none"> • Know that Scotland was originally called Pictland <p><u>Vikings</u></p> <ul style="list-style-type: none"> • Know that Vikings came from Scandinavian countries (refer to Year 3 Norway study in Geography) • Know that Vikings travelled to Britain with the intent of trading, not invading. • Know that the struggle for power happened as a result of 793AD raid on a monastery • Know that the King Alfred of Wessex stopped the Vikings taking over Britain and agreed to peace as a result • Know that Vikings settled in Danelaw • In 926AD to 927 AD Athelstan, invade Danelaw, 		<p>Auxiliary Territorial Service</p> <ul style="list-style-type: none"> • Know that the Women's Royal Naval Service was involved in planning naval operations, including the D-Day landings and women with language skills would translate enemy signals. • Know that the Women's Transport Service provided drivers, cooks and clerks for the army and RAF • Know that the Special Operations Executive was set up as part of the Women's Transport Service and a small number of women were sent to France to gather intelligence • Know that the Women's Land Army were critical to the country's food supply. • Know that the government
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		<p>from one place to the other although wealthy people travelled by boat or horse and cart</p> <ul style="list-style-type: none"> • Know during this time global trade began e.g. bananas, tea and coffee etc were sold in England • Know that only wealthy children were educated • Know that many children had to go to work • Know that children often played with things that were found in nature or discarded by adults • Know that richer children would have had toys like rocking horses <p><u>1800s</u></p> <ul style="list-style-type: none"> • Know that streets were still narrow and crowded and dirty as horses were used for transport • Know that houses were 		<p>pushing the Vikings further north, resulting him being declared the first 'King of All of England'</p>		<p>used propaganda to create the idea of Blitz spirit</p> <ul style="list-style-type: none"> • Know that WWII was a significant turning point in British history (role of women, education act, NHS and the welfare state)
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		<p>made from brick</p> <ul style="list-style-type: none"> • Know that lots of housing were built at this time as the population increased which is how Victorian slums were created • Know the homes of wealthy people were larger, had flushing toilets, gas lights and inside bathrooms • Know that public transport was introduced but only the rich could access it therefore people needed to live in walking distance of work • Know that steam engines were used to travel greater distances • Know that the first underground railway was built • Know that Britain was the most powerful trading nation in the world 				
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		<ul style="list-style-type: none"> • Know that poorer children had to go to work instead of school • Know that at the end of the Victorian era education was made compulsory for children between the ages of 5 and 10 • Know that children would play boardgames, have balls made from old rags and wealthy children would have dolls, toy soldiers and train sets to play with (revisit from FS) • Know that children, when outside, played with hoops, skipping ropes, marbles and would play chasing games (revisit from FS) 				
Period Skills/Life of a Person Skills						
<ul style="list-style-type: none"> • Describe the differences and similarities between today and what they have learned 	<u>Comparison of School</u> <ul style="list-style-type: none"> • Identify similarities and differences between 	<u>Remembrance</u> <ul style="list-style-type: none"> • Relate Remembrance to their own experiences of remembrance 	<u>Stone Age, Bronze Age and Iron Age</u> <ul style="list-style-type: none"> • Describe how advancements in technology 	<u>Ancient Greece</u> <ul style="list-style-type: none"> • Describe, using examples, how ancient Greece is present in our lives today. 	<u>Ancient Egypt</u> <ul style="list-style-type: none"> • Describe the significance of Ancient Egypt using examples 	<u>WWII</u> <ul style="list-style-type: none"> • Describe how WWII was a turning point in British history

about the past (homes, toys and transport in the Iron Age, Victoria era and today)	Victorian schools and schools today <u>Queen Elizabeth II</u> <ul style="list-style-type: none"> Describe the changes that needed to happen when the Queen passed away 	<u>Great Fire of London</u> <ul style="list-style-type: none"> Know how the Great Fire of London has impacted life today (fire brigade) <u>Significant Individuals</u> <ul style="list-style-type: none"> Identify similarities and differences in London at the time Sir Christopher Wren and Isambard Kingdom Brunel were alive 	and inventions affected daily life <ul style="list-style-type: none"> Describe how changes in weaponry were possible as a result of what came before e.g. iron age people were able to make metal spears because stone age people had made them out of wood 		<u>Mayan Civilisation</u> <ul style="list-style-type: none"> Describe the similarities and differences between the Mayans Civilisation and British history e.g. Stone Age people would use spears and a bow and arrow to hunt 	giving relevant examples <ul style="list-style-type: none"> Describe how WWII has impacted life today (NHS, education, benefit system) Describe similarities and difference between the adversity experienced in WWII compared to modern adversity (global pandemic)
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry Knowledge (including source analysis)						
<ul style="list-style-type: none"> Know what a photograph is Know that the past means Know what 'same' means Know what 'different' means Know that stories are used to help us learn about the past 	<ul style="list-style-type: none"> Know what an artefact is Know the meaning of then and now is relation to history Know what similarity means Know what difference means Know that the past means (revisit from FS) Know what the present means Know that a photograph is 	<ul style="list-style-type: none"> Know what a source is Know what similarity means (revisit from Year 1) Know what difference means (revisit from Year 1) Know the difference between a photograph and a picture Know what significance means 	<ul style="list-style-type: none"> Know what before means Know what after means Know what a source is (revisit from Year 2) Know what an artefact is (revisit from Year 1) Know the difference between a photograph and a picture (revisit from Year 2) Know what a timeline is 	<ul style="list-style-type: none"> Know what ancient means Know what modern means Know what a timeline is (revisit from Year 1) Know what cause means Know what effect means Know what inference means (clues and own knowledge and experiences) Know what comparison means 	<ul style="list-style-type: none"> Know what a century is Know what a millennium is Know what inference means (revisit from Year 4) 	<ul style="list-style-type: none"> Know what continuity is Know what progress is Know what a primary source is Know what a secondary source is

	(revisit from FS) <ul style="list-style-type: none"> Know what a timeline is Know what change means 		(revisit from Year 1) <ul style="list-style-type: none"> Know what conflict means 			
Historical Enquiry Skills (including source analysis)						
<ul style="list-style-type: none"> Use photographs to talk about the past Talk about the things that are the same Talk about things that are different 	<ul style="list-style-type: none"> Describe feelings of others (how a Victorian child might have felt at school) Suggest what an artefact was used for Ask simple historical questions Identify similarities and differences between then and now (Victorian schools/schools today), using historical terms (past/present/then/now) Use photographs to draw conclusions and ask questions about the past Place four-to-five events on a personal timeline (being born, nursery/preschool, starting school, being in Year 1) 	<ul style="list-style-type: none"> Retell a story (chronology of the Great Fire of London as listed above) Make comments about the actions and thoughts of others (Great Fire of London/mayor's decisions) Identify possible motives of others (mayor/king at the time of the Great Fire of London) Reach simple conclusions using a source Ask and answer simple historical questions Identify similarities and differences between the way people lived in two historical periods Use non-fiction books to find information 	<ul style="list-style-type: none"> Identify differences (technology/housing) using historical terms (before and after) Identify details in two or three sources (written, artefact, photographs, pictures) Draw conclusions about sources (their reliability) Identify the essentials of a whole story (significant events from Romanisation of Britain) Identify why people may have wanted to do something (hunter gatherers to settlers/why Romans wanted to invade Britain) Identify what may have happened as a result of an 	<ul style="list-style-type: none"> Describe periods of time using historical terms (ancient/modern – ancient Greek influence on the modern world) Produce timelines of historical periods studied, including those from previous years (Stone Age, Bronze Age, Iron Age, Roman invasion of Britain) Explain the cause and effect of an event using historical knowledge (Viking raids resulting in the struggle for power between the Vikings and Anglo-Saxons) Identify continuity over time (settling/trading /conflict) 	<ul style="list-style-type: none"> Make a timeline that shows periods of history occurring at the same time in different parts of the world Use time vocabulary when talking about periods of history (centuries, millennia) Use language of probability when drawing conclusions from sources (indicates the children understand the reliability of the source) Explain the different decisions that a group of people have made (Mayans burying ancestors/mummification) Make inferences about how a person feels or what they are 	<ul style="list-style-type: none"> Describe change and continuity, including progress (in relation to WWII) Use specific dates to describe when things happened, including BC and AD (revisited from Year 3) Sequence up to ten events on a timeline Identify more than one cause and effect Explain and analyse the beliefs and motives of others Use a range of primary and secondary sources in an investigation, offering reasons for different versions of events (Was evacuation a good thing?)

		<ul style="list-style-type: none"> Use photographs and pictures to make conclusions and ask/answer questions about the past 	<p>event/action (invasion of Romans leading to roads, stone houses etc)</p> <ul style="list-style-type: none"> Sequence five or six objects (development of weaponry) 	<ul style="list-style-type: none"> Ask a variety of questions about sources Draw conclusions from a range of sources Draw inferences from sources Identify comparisons across events and periods Make decisions about the reliability of sources (revisit from Year 3) 	<p>thinking (revisit from Year 4)</p> <ul style="list-style-type: none"> Following an independent investigation, organise historical information to construct responses to historical questions (Why is the River Nile important to the Ancient Egypt?) depict 	<ul style="list-style-type: none"> Retell a story from the viewpoint of somebody involved (evacuation) Select and organise relevant information to construct a response to historical question (rationing)
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