

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>Daily Life</u> Own personal history <u>Daily Life</u> Remembrance Day	<u>Daily Life</u> Queen Elizabeth II <u>Daily Life</u> Victorian schools <u>Daily Life</u> Florence Nightingale	<u>Conflict</u> Remembrance <u>Settlements</u> Great Fire of London <u>Trade and Wealth/Daily Life</u> Sir Christopher Wren & Isambard Kingdom Brunel	<u>Trade and Wealth/Settlements</u> Stone Age, Bronze Age and Iron Age technology <u>Conflict/Settlements</u> Romanisation of Britain (including local history study)	<u>Daily Life</u> Ancient Greece and the modern world <u>Conflict/Daily Life:</u> Anglo-Saxons and Vikings	<u>Settlements</u> Ancient Egypt (depth study) <u>Daily Life</u> Maya civilisation	<u>Conflict/Daily Life</u> WWII & the Home Front <u>Conflict/Daily Life</u> WWII as a turning point
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) • BC (before Christ) is also sometimes referred to as BCE (before common era) 		
<ul style="list-style-type: none"> • Know what the past means • Know what the present means 	<u>Comparison of Schools</u> <ul style="list-style-type: none"> • Know that the Victorian era happened over 100 years ago 	<u>Remembrance</u> <ul style="list-style-type: none"> • Know that remembrance was first known as Armistice Day and was first held a year 	<u>Stone Age, Bronze Age and Iron Age</u> <ul style="list-style-type: none"> • Know how time is ordered in history: BC (before Christ) 	<u>Ancient Greece</u> <ul style="list-style-type: none"> • Know that ancient Greece refers to the years 800BC – 146BC 	<u>Ancient Egypt</u> <ul style="list-style-type: none"> • Know that ancient Egypt refers to the years 3,100BC – 30BC 	<u>WWII</u> <ul style="list-style-type: none"> • Know that Adolf Hitler became chancellor of Germany in 1933

<ul style="list-style-type: none"> • 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 the Queen's coronation was the first to be televised around the world • 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 	<ul style="list-style-type: none"> • 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. • Know that the fire lasted for four days • Know that the mayor didn't allow firebreaks to be used to stop the fire from spreading at first 	<p>after WWI had ended.</p> <ul style="list-style-type: none"> • 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 800BC and 43AD <p><u>The Roman Empire</u></p> <ul style="list-style-type: none"> • Know that the Roman Empire existed between 	<p>and AD (Anno Domini – in the year of the Lord)</p> <ul style="list-style-type: none"> • 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 800BC and 43AD <p><u>The Roman Empire</u></p> <ul style="list-style-type: none"> • Know that the Roman Empire existed between 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Know that other civilisations existed at the same time (Ancient Sumer, Indus Valley, Shang Dynasty) <p><u>Maya Civilisation</u></p> <ul style="list-style-type: none"> • Know that the Maya civilisation began around 1,500BC and ended around 1600AD 	<ul style="list-style-type: none"> • 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 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 Chamberlain made it clear that if Germany invade Poland, Britain would declare war • Know that on the 23rd August
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	<p>celebrated her golden jubilee, diamond jubilee and platinum jubilee Know that Queen Elizabeth II died in 2022.</p>	<ul style="list-style-type: none"> • 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 firebreak • 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) • Know that Isambard Kingdom Brunel lived over a hundred years ago 	<p>700BC and 476AD.</p> <ul style="list-style-type: none"> • Know the Roman invasion occurred in 43AD • Know that the Roman Britain ended in 410AD 			<p>1939, the Nazi Soviet Pact was signed (Stalin/Hitler agree invade Poland and share the territory)</p> <ul style="list-style-type: none"> • 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 the 7th September 1940 • Know that the Blitz ended on the 11th May 1941
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						<ul style="list-style-type: none"> • 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 Germany surrendered (VE Day) • Know that WWII ended on the 2nd September 1945
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Chronological Understanding Skills

<ul style="list-style-type: none"> • Name and describe members of their immediate family and their relationship to them • Use language of time (past, present) when talking about events in their own lives 	<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 in relation to the Stone Age, Bronze Age, Iron Age 	<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 <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, 	<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 relation to Ancient Sumer, Indus Valley and Shang Dynasty of China <p><u>Mayan Civilisation</u></p> <ul style="list-style-type: none"> • Place the dates of the Maya 	<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 timeline (only included events listed in chronology above)
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				<p>ancient Greece and periods of history studied in FS and KS1</p> <ul style="list-style-type: none"> Place Anglo Saxon settlement in Britain on a timeline in relation to today, as well as the Stone Age, Bronze Age, Iron Age, ancient Greece, Roman Britain and periods of history studied in FS and KS1 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 	<p>civilisation on a timeline in relation to today and historical periods/events studied in FS, KS1 and LKS2</p>	
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Period Knowledge/Life of a Person Knowledge						
<ul style="list-style-type: none"> Know that people have key roles in society today (e.g., doctor, nurse, pilot, police officer) Know that people had key 	<p>Comparison of School</p> <ul style="list-style-type: none"> Know that some parts of the school day were similar to today. For example: - assembly 	<p>Remembrance</p> <ul style="list-style-type: none"> Know that Remembrance is a time to think about soldiers and those in the armed forces 	<p>Stone Age</p> <ul style="list-style-type: none"> Know that in the early Stone Age people lived as hunter-gatherers Know that throughout the Stone Age 	<p>Ancient Greece</p> <ul style="list-style-type: none"> Know that ancient Greece was divided into city-states (Sparta, Athens, Corinth and Olympia) 	<p>Ancient Egypt</p> <ul style="list-style-type: none"> Know that the civilisation is still considered the most stable civilisation in human history because it 	<p>WWII</p> <ul style="list-style-type: none"> Know that children were evacuated in 1939 and that many returned in 1940 due to the phoney war

<p>roles in society in the past (e.g., doctor, nurse, pilot, police officer)</p>	<ul style="list-style-type: none"> - reading, writing and maths - drill lessons - history and geography - awards for good behaviour • Know that some parts of the school day were different to today. For example: <ul style="list-style-type: none"> - nit nurse - object lessons, personal hygiene lessons, domestic science lessons - going home for lunch - later finish (5pm) - writing on slate <p><u>Florence Nightingale</u></p> <ul style="list-style-type: none"> • Know that Florence Nightingale lived during the Victorian era • Know that Florence Nightingale was a nurse • Know that Florence Nightingale was known as 'The Lady with the Lamp' 	<p>both now and in the past</p> <ul style="list-style-type: none"> • 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 some of the ways Remembrance is marked. For example: <ul style="list-style-type: none"> - two-minute silence - visiting a monument or special place - military parades - wearing a poppy in the UK • 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 	<p>people gradually became more settled with permanent housing</p> <ul style="list-style-type: none"> • 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 <p><u>Bronze Age</u></p> <ul style="list-style-type: none"> • Know that people developed the settlements they lived in to keep enemies out • Know that people discovered how to make bronze • 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 ancient Greece had an influence on Britain because of the Romans adopted Greek culture and bought elements to the country when they invaded Britain <p><u>Government set-up influence on the modern day:</u></p> <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 like whether or not to go to war • Know that the council decided the day-to-day running of the government • Know that the court handled law suit and trails • Know that the word 	<p>lasted for so long</p> <ul style="list-style-type: none"> • 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 is surrounded by desert • 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 	<ul style="list-style-type: none"> • 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) • Know that the Germans realised they needed to change their approach as they were struggling to maintain the invasion • Know that the Germans
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<ul style="list-style-type: none"> • Know that Florence Nightingale helped people to understand how to look after sick people in hospitals (washing hands, keeping hospitals clean and giving patients healthy food) • Know that Florence Nightingale started the first Army Medical School in Chatham (Fort Pitt) <p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> • Know some of the ways the Queen's jubilees were celebrated e.g., concerts, street parties, lighting of beacons • Know that Queen Elizabeth played a role in opening the London Olympics. • Know that Paddington, a well-loved children's character, acted 	<p>forces' community</p> <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 Great Fire of London led to the first fire brigade being formed • Know that we know about what happened with the fire because of a diary kept by Samuel Pepys <p><u>Significant Individuals</u></p> <ul style="list-style-type: none"> • Know that Christopher Wren was an English scientist, mathematician and architect • Know that after the Great Fire of London Sir Christopher Wren was chosen as commissioner 	<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 the Roman Empire • 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 	<p>'democracy' comes from ancient Greece.</p> <p><u>Sport influence on the modern day</u></p> <ul style="list-style-type: none"> • Know that races would take place in a 'stadium' 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 and can be found on some Olympic medals today <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 	<p>crops at the right time</p> <ul style="list-style-type: none"> • 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>Maya Civilisation</u></p> <ul style="list-style-type: none"> • Know that animals were hunted with bows and arrows • Know that Maya people 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 	<p>decided to bomb British civilians and landmarks in September 1940 which resulted in the Blitz</p> <ul style="list-style-type: none"> • 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 (e.g., shelters, taped windows, blackout curtains, carrying gas masks, learn air raid procedures) • Know the protective measures Britain put in place (e.g., barrage balloons, tube stations for public shelters, ARP wardens, auxiliary fire service, factories changed their
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	<p>alongside the 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>for rebuilding the City of London</p> <ul style="list-style-type: none"> • 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 churches after the fire and designed the Monument to the Great Fire of London as well as the Royal Observatory in Greenwich • 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 	<p>Claudius, where they landed on the beaches of Kent, led to the start of Roman Britain</p> <ul style="list-style-type: none"> • Know that Romans invaded Britain for cattle and precious metals <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 • 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 	<p>so many roots in ancient languages</p> <ul style="list-style-type: none"> • Know that ancient Greece have influenced modern maths and medicine today (Pythagoras/Hipocratic 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 inside Roman walls as a form of defence • 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>crops on a larger scale and would trade leftovers at markets</p> <ul style="list-style-type: none"> • Know that Maya people created calendars by studying the stars and the weather to tell them when to plant and harvest crops • Know that Maya people homes were made from wattle and daub with thatched roofs • Know that Maya people used fire to cook • Know that raised roads were built in the rainforest to make travelling easier • Know that Maya people used a metate to grind maize to make tortillas • Know that they believed in many gods • Know that Maya people believed in ancestor worship and buried their family members underneath the floors 	<p>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 that 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 joined the support services for the armed forces. • Know some of the duties the women's voluntary service carried out (e.g., supported with air raid procedures, evacuation and salvage collections) • Know some of the duties the Women's Auxiliary Air
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		<p>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</p> <ul style="list-style-type: none"> • Know that Isambard Kingdom Brunel oversaw the design and construction of the Clifton Suspension Bridge which is still in use today <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 	<ul style="list-style-type: none"> • Know that roads we use today have Roman origins (e.g. Watling Street and A2) 	<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 took the land from the Picts • 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) 		<p>Force took on (e.g., 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 observers corps)</p> <ul style="list-style-type: none"> • Know some of the roles the Auxiliary Territorial Service had (e.g., 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 Auxiliary Territorial Service
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		<p>the River Thames</p> <ul style="list-style-type: none"> • Know that people would use fires to heat their homes and for cooking • Know that most people walked from one place to the other although wealthy people travelled by boat or horse and cart • 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 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 • Know that in 926AD to 927 AD, Athestan, invaded Danelaw, pushing the Vikings further north, resulting him being declared the first 'King of All of England' 		<ul style="list-style-type: none"> • Know some of the duties the Women's Royal Naval Service was involved in (e.g., planning naval operations, including the D-Day landings and women with language skills would translate enemy signals) • Know some of the roles the Women's Transport Service had (e.g., 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 used
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		<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 made from brick• Know that lots of houses 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				<p>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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		<ul style="list-style-type: none">• Know that the first underground railway was built• Know that Britain was the most powerful trading nation in the world• 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• Know that children, when outside, played with hoops, skipping ropes, marbles and would play chasing games				
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<ul style="list-style-type: none"> Talk about key roles we have in society and suggest how these might have changed 	<p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> Describe the changes that needed to happen when the Queen passed away <p><u>Florence Nightingale</u></p> <ul style="list-style-type: none"> Describe some changes that happened in medicine thanks to Florence Nightingale 	<p><u>Remembrance</u></p> <ul style="list-style-type: none"> Relate Remembrance to their own experiences of remembrance <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> Describe how the Great Fire of London has impacted life today (fire brigade) 	<p><u>Stone Age, Bronze Age and Iron Age</u></p> <ul style="list-style-type: none"> Describe how advancements in technology and inventions affected daily life 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 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> Describe, using examples, how ancient Greece is present in our lives today 	<p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> Describe the significance of Ancient Egypt using examples <p><u>Ancient Mayans:</u></p> <ul style="list-style-type: none"> Describe the similarities and differences between the Maya Civilisation and British history e.g., Stone Age people would use spears and a bow and arrow to hunt 	<p><u>WWII</u></p> <ul style="list-style-type: none"> Describe how WWII was a turning point in British history giving relevant examples 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 what a timeline is 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 that artefacts are sometimes displayed in museums Know the meaning of then and now in relation to history Know what similarity means Know what difference means Know that the past means 	<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) 	<ul style="list-style-type: none"> Know what ancient means Know what modern means Know what a timeline is (revisit from FS) Know what cause means Know what effect means Know what inference means (clues and own knowledge and experiences) 	<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

	<ul style="list-style-type: none"> (revisit from FS) Know what the present means Know that a photograph is (revisit from FS) Know what a timeline is (revisit from FS) 		<ul style="list-style-type: none"> Know what a timeline is (revisit from FS) 	<ul style="list-style-type: none"> Know what comparison means Know what conflict means 		
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Historical Enquiry Skills (including source analysis)

<ul style="list-style-type: none"> Use photographs to talk and write about the past Visually represent their own day on a simple timeline Describe changes in their own lifetime Talk about 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 	<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 	<ul style="list-style-type: none"> Identify differences (technology/ho using) using historical terms (before and after) Identify details in two or three sources (written, artefact, photographs, pictures) Draw conclusions about sources (their reliability) 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 event/action 	<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) 	<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) Organise historical information to construct responses to historical questions (Why is the River Nile 	<ul style="list-style-type: none"> Describe change and continuity, including progress (in relation to WWII) Sequence up to ten events on a timeline 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?)
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	<p>born, nursery/preschool, starting school, being in Year 1)</p>	<p>historical periods</p> <ul style="list-style-type: none"> • Use non-fiction books to find information • Use photographs and pictures to make conclusions and ask/answer questions about the past 	<p>(Romans' impact on Rochester – Rochester Bridge)</p>	<ul style="list-style-type: none"> • Draw conclusions from a range of sources • Draw inferences from sources • Make decisions about the reliability of sources (revisit from Year 3) 	<p>important to the Ancient Egyptians?)</p>	
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