

Hadley Wood Primary School

History Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood Primary School, history forms an integral part of our wider curriculum. We want to teach our children to understand our past so that we can make thoughtful observations and judgements about it. Therefore, we believe that by learning about the past, we can better understand the world we live in today and make informed decisions about the impact we have on the future. Central to our approach to teaching history, is a belief that it is far more than a list of dates and events that must be memorised.

We use an enquiry-based approach to explore the past and learn about key periods. Within our classrooms, we follow these rich lines of enquiry, which has a Big Question, for each half term, such as "Raiders or Settlers: how should we remember the Vikings?" Studying history in this way inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world.

Our KS1 curriculum has been designed to provide the children with a rich understanding of important figures and events from our past. An example of this is in EYFS, the children develop an understanding the past within living memory, this is expanded upon in Year 1 when they look at toys from the past.

Our KS2 curriculum has been designed to reflect the fact that the United Kingdom is an island. The theme of invasion is explored in detail across each of the year groups. We explore themes of invasions and war across Year 3 – 6.

How we plan for and teach History:

In our History curriculum, we have thought about key threads that run through the units of learning. This provides the building blocks to acquire further knowledge. In Key Stage 1 these focus on having a secure understanding of chronology, key events and people who have shaped the world. In Key Stage 2 these include invasion and settlement, legacy, empire, civilisation, and society. By carefully mapping these themes across the units and revisiting them in different sequences of learning, we will help children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; and between short- and long-term timescales.

At Hadley Wood Primary School, history is embedded in our topic-based approach to learning in EYFS and KS1. In KS2, history is taught once each term. Teachers plan sequences of lessons across the unit that will build on and develop the children's knowledge and skills. In Key Stage 1, our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to 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. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary, such as explorer and artefact.

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This chronology, or sequence of events, will be referred to throughout KS2 so that children become secure in their understanding of important historical events and eras. It will also enable them to begin to identify trends over time and develop the appropriate use of historical terms such as ancient and civilisation. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as 'empire' or 'parliament'.

Carefully selected skills are chosen to best match each unit of knowledge and progress year on year. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time. The knowledge and skills that children will develop throughout each history topic are mapped across each year group and across the school to ensure progression.

We also maximise the opportunities that London has to offer in terms of its rich history and vast array of museums and cultural sites. Therefore, children’s learning in history is enriched by visits to carefully selected museums, where workshops and visit materials deepen their understanding and knowledge. Teachers are also able to use the Historical Association’s and Key Stage History’s wealth of resources to develop their subject knowledge and plan engaging learning opportunities.

We arrange special events such ‘History Days’ where children and staff dress up as famous people from different periods in history. Such events ensure that learning is brought to life and children enjoy opportunities to ‘hot seat’ historical figures or to consider how to arrange famous people in chronological order.

We also undertake educational visits and workshops as we believe that trips to Roman theatres or Tudor palaces, for example, engage the children and give them opportunities to actively participate in historical enquiry.

What you will see in our History lessons:

1. Every lesson is carefully planned around **an enquiry question for children to answer**. By ensuring that these questions spark children’s **enquiry and curiosity**, children are engaged in their learning and want to find out the answer. Lessons are purposeful and result in children gaining a new understanding of the world around them.
2. In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.
3. Learning is effectively sequenced by sharing prior learning **‘building blocks’** at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.
4. Teachers start each lesson with a **discursive statement** to engage pupils and draw links between prior and new learning. Different levels of challenge and **‘what if’** challenges help to ensure our children have high **aspirations** of themselves and strive to be the best they can be.
5. Teachers skillfully use the **‘Deliberate Mistake’** approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

History long Term Overview: EYFS – Year 6

Development matters	Curriculum provision	Contribution on wider History knowledge and what later content this prepares for
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30-50 Months	Understanding the World	People and Communities	<p>Show interest in the lives of people who are familiar to them.</p> <p>Remember and talk about significant events in their own experiences.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Show interest in different occupations and ways of life.</p> <ul style="list-style-type: none"> • Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family. 	<p>Provide opportunities and activities for children to share significant events in their own lives and those of family and friends e.g. birthdays, Christmas, Diwali through writing stories, postcards and role play.</p> <p>During the 'People who help us' topic children will be talking about the lives of people around them and their roles in society. This provides planned opportunities for children to meet people with different occupations e.g. doctor, vet, dentist, fire fighter, police woman.</p>	<p>Pupils develop an understanding of the passing of time as they look at their own personal history and the lives of others. This builds the foundations when looking at the lives of significant people in Year 1.</p> <p>Opportunities to build memories and revisit these throughout the course of the year through 'do you remember when we did...' will help children relate the passing of time to events that have happened. This will build understanding in preparation for the within living memory toys topic in Year 1.</p> <p>Children will learn core historical vocabulary such as a past, present, passing of time, change. This vocabulary builds cultural capital associated with past historical events for core learning across KS1 and KS2.</p> <p>Exploratory opportunities such as looking at photographs build the fundamental skills of drawing conclusions and making observations from sources - required for exploring primary and secondary sources across KS1 And KS2.</p>
		The World	<p>Comment on and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>Talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>Talk about why things happen and how things work.</p> <ul style="list-style-type: none"> • Develop an understanding of growth, decay and changes over time. 	<p>Provide opportunities for children to create memories and record these e.g. Autumn Walk and Teddy Bear's Picnic</p> <p>Enable children to use vocabulary related to events in the past e.g. last week, last year, a long time ago.</p> <p>Provide opportunities for children to observe things closely e.g. plants and mini beasts using magnifying glasses, changing weather and seasons.</p> <p>Enable children to record observations by creating maps, plans and drawings as well as digitally using photos and video.</p>	
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. 		
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, 	<p>Provide opportunities for children to discuss similarities and differences e.g. through painting self-portraits, cooking and role play.</p>	

			<p>stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps 	<p>Use photographs to initiate discussions about a past family holiday or day out. Look at photographs to prompt discussion on how we have changed. What could we do as a baby? What can we do now?</p> <p>Use stories to learn about famous people from the past.</p> <p>Make observations of changes in the world around us. Take photos and observational drawings during our Autumn walk. This will be continued throughout the year as seasons change.</p> <p>Develop an understanding of time and change over time by exploring the seasonal changes on Autumn Walk</p> <p>Explore muddled bags belonging to characters from traditional tales to introduce the idea of evidence and enable children to answer the question 'How do I know?'</p>	
The Natural World	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 				
Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books 				

			read in class and storytelling.		
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Year 1	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider History knowledge and what later content this prepares for
Autumn 1	<p>Who was Guy Fawkes and what was his involvement with the Gunpowder Plot?</p> <p>Develop an understanding of the past by learning about the build-up to the Gunpowder plot</p> <p>Explore the life of Guy Fawkes</p> <p>Identify some of the difference in how people such as Guy Fawkes lived, compared with today</p> <p>Recount the main events of the Gunpowder Plot</p>	<p>Pupils develop their knowledge and understanding of a significant event in British history: The Gunpowder Plot. They begin to develop their understanding of the past and present by placing key events on a timeline. The children will increase their awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot such as Robert Catesby and Thomas Percy.</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> > events beyond living memory that are significant nationally > significant historical events, people and places in their own locality. > develop an awareness of the past, using common words and phrases relating to the passing of time > Use a wide vocabulary of everyday historical terms. >ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events 	<p>Pupils develop their understanding of chronology and use appropriate vocabulary to describe events in time.</p> <p>This prepares pupils to learn about historical events beyond their memory such as The Great Fire of London in Year 2.</p> <p>Pupils develop their knowledge of using historical sources to find evidence and examine these sources critically. This supports pupils in preparation for their learning throughout the KS2 programme of study.</p>
Spring 1	<p>What have these significant people done to help other people?</p> <p>Identify who Rosa Parks was and what difference did she make in the lives of other people</p> <p>Understand why Dr. Martin Luther King Jr's speech was so important in history</p> <p>Explore the life of Ruby Bridges and understanding how she made a difference on children's lives today</p>	<p>Pupils build understanding of how significant people such as Rosa Parks, Dir. Martin Luther King Jr. and Ruby Bridges have impacted on people's lives today. Pupils further develop their awareness of chronology by creating timelines of inventions, including events beyond their living memory. They use artefacts, pictures and stories to find out about the past and develop an awareness of reliable sources.</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> >the lives of significant individuals in the past who have contributed to national and international achievements 	<p>Pupils continue to develop their understanding of chronology and the significance of key individuals in history.</p> <p>An understanding of significant individuals' contributions to history allows children to understand how individuals have influenced the future, which further develops their concept of time.</p> <p>Year 2 develops knowledge of chronology and the significance of key individuals in history such as Samuel Pepys.</p>

	Discuss similarities and differences between these individuals and their impact on the lives of other people	<ul style="list-style-type: none"> > develop an awareness of the past, using common words and phrases relating to the passing of time > Use a wide vocabulary of everyday historical terms. >ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events > understand some of the ways in which we find out about the past and identify different ways in which it is represented 	
Summer 1	<p>How are our toys different from those in the past?</p> <p>Understand changes within living memory by exploring toys from today</p> <p>Explore a range of toys from the past</p> <p>Compare similarities and differences between toys from today and in the past</p> <p>Recognise how toys have changed over time</p>	<p>Pupils further develop their understanding of past and present by exploring a range of changes within living memory. Pupils develop an awareness of toys from the past and compare these with their favourite toys from today. Throughout the unit, pupils will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and exploring how this influences them today.</p> <p><i>National Curriculum:</i> >Changes within living memory develop an awareness of the past, using common words and phrases relating to the passing of time > Use a wide vocabulary of everyday historical terms. >ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events > understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>Pupils further develop their concept of the vocabulary linked to time by comparing historical artefacts with toys of today. Conversations with parents and grandparents will provide children with accurate historical accounts of changes to life within living memory.</p> <p>This unit focused heavily on the use of primary and secondary sources and reinforce prior learning on what we can learn from the recent past. Later units in Year 6 draw heavily on historical accounts of events and change during the WW1 and WW2 schemes of work.</p>
Year 2	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider History knowledge and what later content this prepares for
Autumn 1	<p>Why did The Great Fire of London spread so quickly?</p> <p>Explore the events leading up to the Great Fire of London</p> <p>Explain how the fire started and why it spread so quickly.</p> <p>Place the events of The Great Fire in a chronological sequence</p> <p>Know some of the key historical figures of the time</p> <p>Identify the changes made on future building materials used in London.</p> <p>Compare daily life before and after the fire</p>	<p>Pupils develop an awareness of what life was like in London before, during and after The Great Fire of London. Pupils continue to develop their understanding of past and present, together with an understanding of chronology based on events beyond significant memory. They develop an awareness of why The Great Fire of London happened and of the role of key historical figures such as Samuel Pepys.</p> <p>Pupils explore how the fire service and its equipment developed and contributed to stopping the fire and the change in future building materials as a result of the fire.</p>	<p>Pupils build on their knowledge from Year 1 of significant historical events.</p> <p>Developing an understanding of The Great Fire of London ensures pupils have a secure understanding of chronology as a recurring theme based on previous learning.</p> <p>This understanding of chronology prepares pupils for going back to the Stone Age, Iron Age and other ancient civilizations in Year 3 and beyond.</p>

		<p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> > Events beyond living memory that are significant nationally or globally > significant historical events, people and places in their own locality > develop an awareness of the past, using common words and phrases relating to the passing of time > Use a wide vocabulary of everyday historical terms. > ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events > understand some of the ways in which we find out about the past and identify different ways in which it is represented 	
Spring 2	<p>Why was the moon landing such a significant event?</p> <p>Know that Neil Armstrong was the first man to walk on the moon, and that this was a significant event which had global impact</p> <p>Compare the national and international achievements of Tim Peake and Neil Armstrong</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past and discuss reliable sources</p>	<p>Pupils develop their understanding of the significance of a 'global historical event' and develop their knowledge of significant people involved such as 'Neil Armstrong'. They also develop their chronology skills by placing key events on a timeline and understand how other significant individuals in history such as the Wright brothers and Christopher Columbus (using knowledge from a previous geography unit) influenced future events in history. Pupils further develop their skills of using reliable sources to find out about the past.</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> > The lives of significant individuals in the past who have contributed to national and international achievements > develop an awareness of the past, using common words and phrases relating to the passing of time > Use a wide vocabulary of everyday historical terms. > ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events > understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<p>Pupils will continue to further their understanding of how key events in history impact people's lives. This is a recurring theme throughout KS1/KS2.</p> <p>Pupils use evidence to build a picture of a past event in order to offer a reasonable explanation of their understanding. They understand that artefacts from key events in history help establish an understanding of lives and experiences. This prepares pupils well for learning about significant individuals such as Florence Nightingale and Mary Seacole and Ancient Egypt in Year 4 and the Ancient Greeks in Year 5.</p>
Summer 1	<p>Did women play an important role in the Crimean War?</p> <p>Understand the lives and role of significant individuals: Florence Nightingale, Mary Seacole and Elizabeth Garrett Anderson</p> <p>Place events on a timeline and describe key events in the life of a significant person.</p>	<p>Pupils develop an understanding of the lives of significant individuals and make comparisons between them. They ask questions about why these individuals were significant and the changes that they have made to the health care service. Pupils learn about how Florence Nightingale and Mary Seacole changed hospital hygiene, improved conditions and well-being during the Crimean War, using a range of historical</p>	<p>Pupils further develop their understanding of the impact lives of significant people have had on society today; this builds on the learning in the Year 1 significant people topic. An understanding of significant individuals' contributions to history allows children to understand how individuals have influenced the future, which further develops their concept of time. Year 2 develops knowledge of chronology and the significance of key individuals in history a concept revisited throughout KS2.</p>

	<p>Identify the challenges these individuals faced.</p> <p>Know how gender and class attitudes at the time limited the roles women were expected to undertake</p>	<p>sources to support this knowledge. Pupils explore the significance of Elizabeth Garrett Anderson and why becoming the first female doctor was revolutionary during this time period. They relate this knowledge back to the trail blazing accomplishments of Edith Cavell</p> <p>National Curriculum: > 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 >Use a wide vocabulary of everyday historical terms. >ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events > understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>Becoming secure with their knowledge of using historical sources to find evidence and examining these sources critically, supports pupils in preparation for their learning throughout the KS2 programme of study.</p>
Year 3	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider History knowledge and what later content this prepares for
Autumn 2	<p>What can we learn from the people of The Stone Age about sustainability?</p> <p>Identify how Stone Age man lived and survived</p> <p>Explore how ancient civilizations lived their everyday lives</p> <p>Explain the meaning of hunter gathering</p> <p>Explore life at Skara Brae</p> <p>Explore how different was life in the Stone Age when man started to farm?</p>	<p>As well as furnishing a specific reference point in time and space, a secure knowledge of the Stone Age ensures pupils leave primary school with an understanding of early hunter-gatherers and the difficulties that early humans had to face. Pupils will understand concepts such as living off the land. They will learn to appreciate that many tools and things used in the modern age are, to a degree, based on ideas developed by early humans in the Stone Age.</p> <p>National Curriculum: > changes in Britain from the Stone Age to the Iron Age >develop a chronologically secure knowledge and understanding of British, local and world history >establish clear narratives within and the period >develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause and significance >construct informed responses that involve thoughtful selection and organisation of relevant historical information >understand how knowledge of the past is constructed from a range of sources</p>	<p>Pupils are prepared to look at other types of early people they will encounter in their study of the Bronze Age and Iron Age. Looking at where the Stone Age fits on a timeline will orientate pupils in time and enable them to grasp ideas related to the Bronze Age and Iron Age.</p> <p>In the Year 6 unit on WW2, pupils will be better able to appreciate what it means to live off the land and use the resources around them.</p>

Spring 2	<p>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p>Add time periods in order, to a previously constructed timeline</p> <p>Impact of transport and trade during the Bronze and Iron Ages</p> <p>Identify the first changes brought about by Britain's first invaders: The Beaker People</p> <p>Metallurgy: Identify the importance of copper mining to Bronze Age man</p> <p>Process of extracting and developing bronze and iron tools</p> <p>Explore how and why hillforts were developed in the Iron Age</p>	<p>A secure knowledge of the Bronze Age ensures pupils leave primary school with an understanding of how people made tools and weapons. Pupils are able to appreciate how different ancient civilizations developed at different speeds and the impact of the first invaders – The Beaker People - had on life in Britain. They understand how copper mining was crucial to the Bronze Age and reasons why Stonehenge was built.</p> <p>Pupils develop a secure understanding of why Iron Age people developed hillforts and how important Druids were in Iron Age Britain. They appreciate how innovations in the technique of smelting ore impacted on tools and weapons, and had an influence on daily life in ancient times.</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> > changes in Britain from the Stone Age to the Iron Age > develop a chronologically secure knowledge and understanding of British history > establish clear narratives within and across the periods > note connections, contrasts and trends over time > develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause, similarity and difference, and significance > construct informed responses that involve thoughtful selection and organisation of relevant historical information > understand how knowledge of the past is constructed from a range of sources 	<p>Pupils are prepared to look at the other early civilizations they will encounter in Year 3 and beyond including an in-depth study of Ancient Egypt in Year 4. Pupils consolidate their understanding of the changes throughout the prehistoric period on the life of early man.</p> <p>In upper KS2 pupils will be able to appreciate that weapons and tools can help civilizations win wars and be powerful. The theme of invasion runs throughout the KS2 history curriculum and a study of Britain's earliest invaders- The Beaker People- helps pupils begin to build an understanding of the impact invasion had on Britain as a small island.</p> <p>In learning about transport and trade, pupils will start asking more questions about where new goods came from - crucial for work on Ancient Rome in Year 4.</p>
Summer 1	<p>What was life like in the Shang Dynasty?</p> <p>Place the Shang Dynasty into the wider context of world history</p> <p>Make links between the Bronze Age and the Shang Dynasty's use of bronze</p>	<p>Pupils will explore the chronology of the Shang Dynasty and where it fits into wider world history of that time period, as well as considering how it shaped the future. They will consider the power of the Shang Empire and how they were invaded by the state of Zhou, and whether beliefs or</p>	<p>Pupils will use knowledge from their previous Year 3 unit of work on life in the Bronze Age to make comparisons between life in Bronze Age Britain with life in the Shang Dynasty's Bronze Age.</p> <p>Pupils are prepared to look at the other early civilizations they will encounter in Year 3 and beyond</p>

	<p>Consider the achievements and problems faced by people in early Shang settlements</p> <p>Explore the religious beliefs of the Shang</p> <p>Understand how the empire ended due to the invasion of the state of Zhou</p>	<p>morality are purposeful when overthrowing rulers. Pupils will make connections between the Bronze Age in the UK and the Shang Dynasty's Bronze Age. Pupils will look at early Shang settlements and make links to their knowledge of Stone Age and Bronze Age settlements. They will explore the religious beliefs of the Shang and how this shaped their culture as well as using artefacts and clues from archaeology to answer questions and consider whether the rulers of the Shang Dynasty were peaceful.</p> <p><i>National Curriculum:</i> >the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China >develop a chronologically secure knowledge and understanding of world history >establish clear narratives within and across the periods >note connections, contrasts and trends over time >develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause, similarity and difference, and significance >construct informed responses that involve thoughtful selection and organisation of relevant historical information >understand how knowledge of the past is constructed from a range of sources</p>	<p>including an in-depth study of Ancient Egypt in Year 4. Pupils consolidate their understanding of the changes throughout the prehistoric period on the life of early man.</p>
Year 4	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider History knowledge and what later content this prepares for
Spring 1	<p>Why did the Mayan civilization suddenly come to an end?</p> <p>Explore factors which enabled the Mayan civilization to grow so strong</p> <p>Investigate what life was like at the height of the Mayan civilization</p> <p>Explore the importance of sacrifice in Mayan religion</p>	<p>Pupils are able to speculate and make deductions from a range of visual clues. They appreciate the range of Mayan achievements realising that without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people.</p> <p>Pupils grasp that we learn from present day Maya peoples as well as archaeological</p>	<p>Pupils develop an understanding of the power and strength of the Mayan civilization. Learning from this unit of work provide pupils with the knowledge to compare British society in Saxon times in Year 5 and recognise the ways in which the Maya were more advanced.</p> <p>It allows pupils to compare life in Mayan times with earlier ancient civilizations such as early Man in the Stone, Bronze and Iron Age taught in Year 3, thus providing a context for showing progression in understanding characteristic features of past societies.</p>

		<p>remains, Spanish Conquest sources, artefacts and hieroglyphs.</p> <p>They develop an understanding of the clues left behind and the imbalance of the recording of lives of the poor in comparison of lives of the rich. This will be useful when comparing evidence in later topics such as the Ancient Egyptians.</p> <p><i>National Curriculum:</i> > a non-European society that provides contrasts with British history – Mayan civilization c. AD 900 > develop a chronologically secure knowledge and understanding of world history > establish clear narratives within and across the periods > note connections, contrasts and trends over time > develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause, similarity and difference, and significance > construct informed responses that involve thoughtful selection and organisation of relevant historical information > understand how knowledge of the past is constructed from a range of sources</p>	
Spring 2	<p>Were there any other ancient societies as advanced as the Egyptians?</p> <p>Identify Ancient Egyptian sources of evidence and how they discovered?</p> <p>Explore what evidence tell us about life for men, women and children in Ancient Egypt?</p> <p>Draw conclusions on what we learn about the beliefs of the Ancient Egyptians from evidence that has survived</p> <p>Compare the Ancient Egyptians to other ancient societies</p>	<p>Learning about Ancient Egyptians ensures pupils leave school with a strengthened grasp of the richness and complexity of ancient religion, art, belief, culture, society and governments.</p> <p>Stories learned will ensure that words such as kingdom, ancient, belief, system and the concept of land as political entity to be divided or owned by rulers is embedded. Consider whether the Ancient Egyptians were the most advanced ancient society.</p> <p><i>National Curriculum:</i> > the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt > develop a chronologically secure knowledge and understanding of world history > establish clear narratives within and across the periods > note connections, contrasts and trends over time > develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause, similarity and difference, and significance</p>	<p>In learning about the achievements of the Ancient Egyptian society, pupils are prepared to start asking more questions about what we can learn from the following Year 4 topic on Romans and the Ancient Greek topic in Year 5 as well as drawing links between life in other ancient societies such as the Mayans.</p> <p>Becoming secure in the stories of Ancient Egyptians means that pupils are also oriented in time/narrative and space/geography to quickly grasp stories related to the Roman and Greek Empire.</p>

		<p>>construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>>understand how knowledge of the past is constructed from a range of sources</p>	
Summer 1	<p>What lasting impact did the invasion of the Roman Empire have on the United Kingdom?</p> <p>Explore the reasons behind Roman Empire's invasion</p> <p>Determine and identify important Roman leaders</p> <p>Investigate the reasons why Boudicca stood up to the Romans</p> <p>Explore how the Roman way of life contrasted with the Celtic lifestyle they found when they arrived</p> <p>Explore how the Romans were able to keep control over such a vast empire</p> <p>The legacy of Roman culture on British history, including the present day</p>	<p>Pupils continue to develop their understanding of ancient civilizations, developing specific examples of complexities that lead to both states of war and peace.</p> <p>Through the chronology of significant events, pupils explore how the Roman Empire grew through both trade and war across southern Europe, pupils will be introduced to terminology such as fleet, conquer, occupy, invasion and immigration. Pupils explore life in Celtic Britain before Roman invasion and highlight reasons for British control and need for natural resources.</p> <p>Pupils will explore the importance of Roman war strategy in their success, as well as the significance of Hadrian's wall. They will also identify important leaders such as Julius Caesar. Pupils explore the social, environmental and architectural impact that the Romans had on Britain, developing a depth of understanding of rule of law, technology, economy, education and religion in a time of great prosperity.</p> <p><i>National Curriculum:</i></p> <p>> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>>develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>>establish clear narratives within and across the periods</p> <p>>note connections, contrasts and trends over time</p> <p>>develop the appropriate use of historical terms.</p> <p>> address and devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>>construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>>understand how knowledge of the past is constructed from a range of sources</p>	<p>The study of further ancient civilizations ensures pupils become orientated in time and geography in order to make better sense of historical events related to trade, war and power. Pupils begin to make direct comparisons based upon their own understanding to promote further enquiries in later units.</p> <p>Pupils embed an understanding of religions, rule of law and architecture to help identify the development of key influences of Roman life on modern Britain. Pupils explore this further in British culture when learning about the Anglo Saxon and Viking invasions in Year 5.</p> <p>Pupils use evidence to build a picture of a past event in order to offer a reasonable explanation of their understanding. They understand that remaining artefacts from key events in history help establish an understanding of ancient lives and experiences</p>

Year 5	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider History knowledge and what later content this prepares for
Autumn 1	<p>How have the Ancient Greeks influenced the Modern Western World?</p> <p>Explore what we can learn about everyday life in Ancient Athens from the pottery evidence that remains</p> <p>Identify why Athens was able to be so strong at this time</p> <p>Contrast and compare life in Sparta with life in Athens</p> <p>Identify the importance of democracy in Ancient Greek culture</p> <p>Investigate the importance of entertainment events such as the Olympics in Ancient Greece</p>	<p>When added to the knowledge of the Roman invasion of Britain in the previous year, pupils have an understanding that empires borrow from one another in relation to language, culture, architecture and law. Through studies of artefacts and architecture pupils explore how trade was linked to power within ancient civilizations and how Ancient Greece influenced this.</p> <p>By focusing on the life and achievements of Alexander the Great, pupils develop an understanding of the Macedonians and their role in the fall of the Greek states. They are introduced to terms of democracy and citizen when commenting upon Greek society and how this has influenced British governments today.</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> > Ancient Greece – a study of Greek life and achievements and their influence on the western world >develop a chronologically secure knowledge and understanding of world history >establish clear narratives within and across the periods >note connections, contrasts and trends over time >develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause, similarity and difference, and significance >construct informed responses that involve thoughtful selection and organisation of relevant historical information >understand how knowledge of the past is constructed from a range of sources 	<p>Building on prior understanding of the Roman invasion of Britain in Year 4, pupils are ready to start to make comparisons with contrasting empires and forms of governing societies.</p> <p>By becoming secure in the geographical and chronological mapping of ancient civilizations, pupils are able to comment upon the development of past influences on present society. An understanding of Greek democracy and rule leads to a better sense of sociological features such as law, citizenship, government and trade that is explored in Year 6 during topics related to Britain and Fair Trade.</p>
Summer 1	<p>Were Saxon times really 'dark'?</p> <p>Explore reasons why the Anglo-Saxons invaded and how we know where they settled</p> <p>Identify how people's</p>	<p>Continuing to develop the skills of plotting events in time, pupils will leave primary school with an understanding of how Britain was left vulnerable at the end of the Roman Empire's reign, how laws and rights had different meanings for different people</p>	<p>Building on knowledge gained during the previous term's Ancient Greek topic, pupils are able to make direct comparisons between the developments of the British civilization.</p>

	<p>lives change when Christianity came to Britain</p> <p>Recount key episodes in the struggle the Saxons faced from the Viking threat of invasion</p> <p>Identify which of King Alfred's achievements were the most significant</p> <p>Explore the effectiveness of Saxon justice</p>	<p>during this period of history and how the invasion of Britain by the Romans and then the Saxons impacts on our lives today.</p> <p>Pupils will weigh up the pros and cons of what is considered to be a Great leader and the concept of a monarchy and link this to their prior knowledge of other great historic leaders covered in previous topics including Alexander the Great and Julius Caesar.</p> <p>National Curriculum: > Britain's settlement by Anglo-Saxons and Scots > Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire > Anglo-Saxon invasions, settlements and kingdoms: place names and village life > Christian conversion – Canterbury, Iona and Lindisfarne <i>> develop a chronologically secure knowledge and understanding of British and world history</i> <i>> establish clear narratives within and across the periods</i> <i>> note connections, contrasts and trends over time</i> <i>> develop the appropriate use of historical terms.</i> <i>> address and devise historically valid questions about change, cause, similarity and difference, and significance</i> <i>> construct informed responses that involve thoughtful selection and organisation of relevant historical information</i> <i>> understand how knowledge of the past is constructed from a range of sources</i></p>	<p>By making comparisons, and evaluating the key figures within this time period, pupils will be prepared to study the key figures of World War II in Year 6.</p>
<p>Summer 2</p>	<p>Raiders or settlers: how should we remember the Vikings?</p> <p>Identify where Vikings came from and reasons why they invaded Britain</p> <p>Explore reasons behind contrasting events between Viking and Saxon accounts of the same event</p> <p>Understand the events within the 300-year time period Vikings visited Britain first as raiders then as conquerors</p>	<p>When exploring the colourful world of the Vikings, the central concepts we are exploring are interpretations and the use of evidence.</p> <p>Pupils will locate the Vikings in time in relation to the Romans and Saxons.</p> <p>They will grasp the concept that the initial period of raiding shows just one short period of Viking contact with Britain that lasted nearly 3 centuries from 789 to 1066.</p>	<p>This vivid topic follows a study of the Maya society in Year 4. It allows stark contrasts to be drawn between European and non-western cultures from the same period and enables pupils to discuss which was the more civilized.</p> <p>As so much of the Viking presence in Britain involved their attempts at conquest of Saxon Britain, this topic is taught directly after a unit on the Anglo-Saxons. This brings a greater coherence to the narrative and allows opportunities to explore aspects of each culture without losing track of their interrelationship between them. The impact of invasion is explored in detail and develops pupil understanding of the changes brought</p>

	<p>Grasp the importance of finds at Jorvik-York in shaping our revised view of the Vikings</p> <p>Identify how we can we learn about Viking settlements from a study of place-name endings</p>	<p>Pupils will learn that the Viking reputation in history was exaggerated by the accounts written by monks. They will learn how representations of this society have been grossly stereotyped over the years, but more importantly how and why this has happened.</p> <p>By building their awareness of multiple perspectives and a respect for evidence from recent finds, this approach helps them in their everyday life to combat assumptions and to realise that history is always being re-written in the light of new discoveries.</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> > the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor > Viking raids and invasion > resistance by Alfred the Great and Athelstan, first king of England > further Viking invasions and Danegeld > develop a chronologically secure knowledge and understanding of British history > establish clear narratives within and across the periods > note connections, contrasts and trends over time > develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause, similarity and difference, and significance > construct informed responses that involve thoughtful selection and organisation of relevant historical information > understand how knowledge of the past is constructed from a range of sources 	<p>about in society for future as a result. This is further developed in the Year 6 schemes of work on WW1 and WW2.</p>
Year 6	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider History knowledge and what later content this prepares for
Autumn 1	<p>What caused the outbreak of WW1 and what changes led to peace?</p> <p>How powerful was the British Empire at the turn of the 20th Century?</p> <p>What was the cause of the outbreak of war?</p>	<p>Pupils will explore the cause and effect of The Great War on different countries including UK, Germany and rest of Europe. They will study the implication of Treaty of Versailles and the lead up to WW2 as a direct result of the reparations inflicted upon Germany as a result of the war.</p>	<p>Pupils will learn when and why The Great War began and find out about the key individuals and countries involved. This will build essential fundamental knowledge of the build up to the factors which caused WW2 and the devastating impact left on a nation as a result of war.</p>

	<p>What is social responsibility and why is it important at the time of war?</p> <p>What was life like in the trenches?</p> <p>How did Britain's actions have influence the wider world?</p> <p>How did the war end and what significance do past conflicts have on today's society?</p>	<p>Pupils will use sources of evidence to deduce information about the past. This will include opportunities to:</p> <ul style="list-style-type: none"> • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate • Understand cause and consequence • Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> > a significant turning point in British history > develop a <i>chronologically secure knowledge and understanding of British and world history</i> > establish clear narratives within and across the periods > note connections, contrasts and trends over time > develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause, similarity and difference, and significance > construct informed responses that involve thoughtful selection and organisation of relevant historical information > understand how knowledge of the past is constructed from a range of sources 	<p>The concept of invasion is explored further drawing on learning in previous historical units covered across KS2.</p> <p>Studying The Great War unit will help pupils to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today. Knowledge will highlight the importance of annual remembrance events such as Remembrance Sunday.</p>
Autumn 2	<p>What effect did WW2 and the Battle of Britain have on Britain?</p> <p>Identify and describe reasons for the outbreak of WW2</p> <p>Determine and identify the leaders of the major powers in WW2</p> <p>Understand what life was like on the Home Front</p> <p>Understand how events during WW2 shaped lives today</p>	<p>WW2 was the most catastrophic conflict in history – the only true global war. Pupils develop a chronologically secure knowledge and understanding of British History and a broad overview of life in Britain during WW2. They understand how our knowledge of the past is constructed from a range of primary and secondary sources, use evidence to build a picture of a past event and their reasoning to justify their responses.</p> <p>Pupils are introduced to new, topic specific vocabulary and concepts such as: ration, Dig for Victory, propaganda, self-sufficient, spitfire, air raid, German Luftwaffe, Royal Air Force, Battle of Britain, Winston Churchill, evacuee, billeting officer, neutral areas, identity</p>	<p>A secure knowledge of chronology prepares pupils for securing knowledge and understanding of the timeline of the development of politics, society and industry in Britain through the ages brought about as a result of invasion and war.</p> <p>Using historical evidence will continue to ensure pupils are able to evaluate and build a historically accurate picture of the past and its impact on modern society.</p>

		<p>card, danger zones, host family, global, allied, axis, appeasement, evacuation and home front.</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> > a significant turning point in British history - the Battle of Britain >develop a chronologically secure knowledge and understanding of British and world history >establish clear narratives within and across the periods >note connections, contrasts and trends over time >develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause, similarity and difference, and significance >construct informed responses that involve thoughtful selection and organisation of relevant historical information >understand how knowledge of the past is constructed from a range of sources 	
Summer 2	<p>What impact does invasion and war leave behind? (local study)</p> <p>Compare and contrast British invasions throughout History</p> <p>Compare and contrast wars throughout History</p> <p>Explore the importance of the Battle of Barnet in the War of the Roses</p> <p>Explore the events of The War of the Roses</p> <p>Identify the impact on the local area 400 years after The Battle of Barnet</p>	<p>Pupils will explore the impact invasion and war leave behind - drawing on learning from across Key Stage 2.</p> <p>Pupils will study the impact of war on the local area by investigating how the events of The War of the Roses are reflected in Barnet and the importance of The Battle of Barnet in bringing about an end to a battle for the monarchy</p> <p><i>National Curriculum:</i></p> <ul style="list-style-type: none"> > A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality > a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) >develop a chronologically secure knowledge and understanding of British and local history >establish clear narratives within and across the periods >note connections, contrasts and trends over time >develop the appropriate use of historical terms. > address and devise historically valid questions about change, cause, similarity and difference, and significance >construct informed responses that involve thoughtful selection and organisation of relevant historical information >understand how knowledge of the past is constructed from a range of sources 	<p>In KS3 pupils study the development of Church, state and society in Medieval Britain. This builds on their knowledge of the influences these have on entertainment and architecture through the ages, especially Medieval Britain.</p> <p>Pupils will continue, in KS3, to develop their understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>