



History Curriculum

EYFS to Year 6



Overarching Principles

History

Subject Intent

- ❖ Children to know that history is a subject – focussing on learning about the past
- ❖ Understand that 'evidence' is at the heart of history – and what kinds of evidence we can use
- ❖ Understand that versions of history can be different - because people have different opinions
- ❖ Know their place in history – what has gone before is all history (e.g. prehistoric, BC / AD, living memory, recent)
- ❖ Understand that history is divided in to periods – often linked to Monarchs, Empires or Dynasties
- ❖ Understand that symbolism is key theme that runs through all aspects of history
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3

Substantive Dimension

- ❖ The units as prescribed by the national curriculum and detailed within the MTPs
- ❖ Autumn Term: British History
- ❖ Summer Term: Explorations and Civilisation

Disciplinary Dimension

- ❖ The pursuit of knowledge through analysis of the past, using second order concepts and sources to construct knowledge

Connecting Themes

- ❖ Exploration
- ❖ Invasion
- ❖ Cultural Change & Sacrifice
- ❖ Rebellion
- ❖ Power & Empire
- ❖ Technological Advancement
- ❖ Crime and Punishment
- ❖ Symbolism and Art

Key Subject Teaching Approaches – details can be found [here](#)

- ❖ Answering and asking Questions – articulating and debating
- ❖ Reading books, documents and investigating visual images and objects
- ❖ Children writing to articulate understanding create own interpretation – based on sound topic knowledge
- ❖ Using Maps and plans to cement understanding of place within time
- ❖ Story-telling, drama and role play
- ❖ Use of historical sites and the environment to look at change over time
- ❖ History Investigations

Early Years Foundations of Learning

Across reception, historical knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the historical skills within this document, using the history 'topics' as the vehicles of delivery. Where appropriate, the core concepts are also interwoven in to the delivery of the unit of work.

The history topics allow children to develop knowledge and skills in order for them to reach the requirements of the 'Past and Present' Early Learning Goal.

Past and Present ELG - Children at the expected level of development will:

Children at the expected level of development will:

- 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.

Term	Reception History Topics	Links to KS1 History Topic
Autumn 1	This is me ...	All about me (Y1)
Autumn 2	Bonfire Night Remembrance Day	Christopher Columbus (Y2)
Spring 1	Cambrai Constructors (buildings, homes)	Toys (Y1) The Great Fire London (Y2)
Spring 2	Transport	Space Travel (Y1)
Summer 1	Pirates (seaside)	Christopher Columbus (Y2)
Summer 2	Fairy Tales (castles – our Royal Family)	All about me (Y1) The Great Fire London Richmond Castle (Y2)

EYFS History Topics

In addition to the topics listed below, the children will also have the opportunity to learn about and discuss ... changes through the seasons, Benjamin Bear's weekend, celebrations: such as Christmas, Harvest, Pancake Day, Easter, birthdays, Wedding anniversaries ... and how they link to the past traditions.

Topic Title: This is me ... (Changes within living memory)		Half term: 1
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To draw a picture and talk about our own families – to know there are similarities and differences within families.</p> <p>To understand and talk about being similar and different to each other.</p> <p>To know that some things stay the same and some things change as we grow up.</p> <p>To order three pictures on a simple time-line – baby, toddler, child.</p> <p>How have you changed since being a baby – what can you do now?</p> <p>Sort objects/pictures into 2 groups – before I came to school (then) and now.</p> <p>Read – once there were giants in our house</p>	<p>Baby Toddler Child Teenager Adult Elderly</p> <p>Same Different change</p> <p>A long time ago Yesterday Last week Now Then</p>	<ul style="list-style-type: none"> • Power & Empire (sense of family unit)
Topic Title: Bonfire Night - Life of a Famous Man (significant individual)		Half term: 2
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To begin to understand why we celebrate Bonfire Night through a simple story of 'The Gun Powder Plot' Build bonfires from sticks and role play the story. Why did GF want to blow up the king?</p> <p>To look at a picture of Guy Fawkes and talk about similarities and differences in the clothes worn – make hats with feathers.</p> <p>To look at a picture of King James 1 and talk about similarities and differences in the clothes worn. Why did the king let off fireworks?</p> <p>To discuss whether Guy Fawkes was a good or bad man? What happened to him?</p> <p>To make an effigy of Guy Fawkes and look at pictures of them on bonfires – make links 'penny for the guy' Look at old photographs.</p> <p>To learn the rhyme 'Remember, remember ...' off by heart and discuss the key words</p>	<p>Celebration Bon Fire Night Guy Fawkes James 1 5th November Gun powder Barrel plot treason houses of parliament cellar effigy</p> <p>A long time ago Now Then Same different</p>	<ul style="list-style-type: none"> • Rebellion • Crime and Punishment
Topic Title: Remembrance Day - Past Event beyond living memory		Half term: 2
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To understand why we wear a poppy. Make poppies from collage and paint. Make individual poppies and a wreath.</p>	<p>War Soldier Army Veteran parade</p>	<ul style="list-style-type: none"> • Invasion • Power & Empire

<p>Why was a poppy chosen? Talk about the fields and the poppy seeds surviving the battles. What does the red and black represent? Show old photograph.</p> <p>To take part in a 2 minute silence and understand why we do this. To show respect and remember.</p> <p>Show parades and services on IWB – discuss. Some children may attend.</p> <p>Where is the cenotaph? Look at pictures and make one from construction materials. Place our poppies around it.</p> <p>Listen to Vera Lynn sing ‘White Cliffs of Dover’</p>	<p>Remembrance Day Armistice Day service Respect Silence Poppy Wreath cenotaph</p>	
---	--	--

Topic Title: Cambrai Constructors (buildings) – Changes to Local Area		Half term: 3
What will be taught – key ideas?	Key Language introduced and reinforced	‘Core Concept’ Foundations (delete as applicable)
<p>To know that there are many different types of buildings. Name them and talk about similarities and differences.</p> <p>Look at buildings in the local area – what recent changes have happened – our new school, housing estate ... Which is the oldest building in Catterick?</p> <p>To know that some houses are old and some new. Discuss key features. Sort pictures into old and new.</p> <p>To talk about, draw and label a house. Where is your bathroom? Toilet? Show pictures of old toilets outside and chamber pots, tin baths... Try to make a collection of household objects from the past.</p> <p>Read Peepo – ask ch’n to formulate questions about one of the illustrations.</p>	<p>Buildings Same Different Old New Now Then</p> <p>Victorian house Chamber pot Tin bath</p>	<ul style="list-style-type: none"> • Cultural Change & Sacrifice • Technological advancement

Topic Title: Transport - Ways of life in the past		Half term: 4
What will be taught – key ideas?	Key Language introduced and reinforced	‘Core Concept’ Foundations (delete as applicable)
<p>To understand that there are many different ways to travel. Explore ways in which children have already travelled. Which is the most popular?</p> <p>To look at ways of travelling from the past (boats, trains, motor cars) – formulate questions about each picture.</p> <p>To name and describe a variety of vehicles – to label a vehicle. Organise fire-engine visit, army tank visit...</p> <p>To sort pictures of fire engines into now and then. To sort pictures of army tanks into now and then.</p>	<p>Transport Vehicle Similar different Old New Now Then</p> <p>A long time ago Last year Last week Yesterday</p>	<ul style="list-style-type: none"> • Exploration • Technological advancement

Topic Title: Seaside (pirates) Famous Person and changes in living memory		Half term: 5
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>To know that sea-sides have changed over time. Use books and photographs to talk about similarities and differences. What can you see? What is happening? What's the same? Different? What do children do there? Has this changed? Ask school staff? Parents?</p> <p>Talk about how historically, British seaside were where people went on holiday – not abroad. Look at old images of Victorian seaside towns</p> <p>Look at a picture of a famous pirate (Blackbeard) children to formulate Questions about it. Discuss why pirates exited – and how they still do.</p> <p>Have a pirate day – dress up, sing pirate songs and dance, walk the plank – invite 'Tiny Tweeties' in to school. Explore pirate words and pictures.</p> <p>Read 'Lucy and Tom at the seaside' lots of 'Pirate stories' Learn a pirate song off by heart.</p>	<p>Similar different Old New Now Then</p> <p>A long time ago</p> <p>Pirate Ship deck Sea/ ocean Treasure chest island Desert island map</p>	<ul style="list-style-type: none"> • Exploration (Blackbeard – West Indies link) • Cultural Change & Sacrifice
Topic Title: Fairy Tales (castles, our royal family)		Half term: 6
What will be taught – key ideas?	Key Language introduced and reinforced	'Core Concept' Foundations (delete as applicable)
<p>Look at pictures of our Royal Family – name them and put in order oldest – youngest. Show Queen Elizabeth as a child and young woman. What things are the same? Different? How old is she?</p> <p>Show the children our Royal Family Tree – what is it? Who can you see?</p> <p>When reading Fairy Tales – talk about the stories being told for generations. Do a survey to find out grandparent's favourite fairy tale.</p> <p>Look at pictures of castles both famous and local. What can you see? What is it made from? Who lived there? Why was it built? Have you visited one? Draw pictures and label key features. Dress up and role play fairy tales. Make castles from construction materials big and small.</p> <p>Make a link royal family and Windsor Castle – Find London on a map.</p> <p>Sing National Anthem – try to learn by heart Read lots of fairy tales, fiction and non-fiction book about castles, books about our queen</p>	<p>Royal family Queen King Prince Princess Reign Throne Crown Union Jack National anthem</p> <p>Buckingham Palace Windsor Castle Queen's Guard</p> <p>Knight Shield Turret ramparts Moat Drawbridge Dungeon Portcullis</p>	<ul style="list-style-type: none"> • Invasion • Rebellion • Power & Empire

History Overview

	Autumn Term		Summer Term	
	British History		Exploration and Civilisations	
	Autumn 1	Autumn 2	Summer 1	Summer 2
Y1	<p>All about me</p> 	<p>Toys through time</p> 	<p>Space and Neil Armstrong</p> 	
Y2	<p>The Great Fire of London</p> 	<p>Richmond Castle</p> 	<p>Christopher Columbus</p> 	<p>Arctic Exploration</p> 
Y3	<p>Stone Age Britain</p> 	<p>Iron Age Britain</p> 	<p>Shang Dynasty</p> 	
Y4	<p>Roman Rule of Britain</p> 		<p>Ancient Greece</p> 	
Y5	<p>Anglo Saxons</p> 		<p>The Mayans</p> 	
Y6	<p>The Victorians in Darlington</p> 		<p>Ancient Egypt</p> 	

Enquiry Questions

	Autumn Term		Summer Term	
	British History		Exploration and Civilisations	
	Autumn 1	Autumn 2	Summer 1	Summer 2
Y1	All About Me	Toys through time	Space and Neil Armstrong	
	<i>How similar and different are our families?</i>	<i>How are the toys I play with different to those 50 years ago?</i>	<i>What inventions were needed so we could go in to space?</i>	<i>Why do we remember Neil Armstrong?</i>
Y2	The Great Fire of London	Local: Richmond Castle	Exploration and Christopher Columbus	
	<i>Why did the Great Fire of London happen? How do we know?</i>	<i>Why does our castle look the way it does?</i>	<i>Why do we remember Christopher Columbus for positive and negative reasons?</i>	<i>How has being an artic explorer changed over time?</i>
Y3	Stone Age Britain	Iron Age Britain	Shang Dynasty	
	<i>What was 'new' about the New Stone Age (and how do we know)?</i>	<i>What change did the Iron Age bring? What stayed the same?</i>	<i>How different were people's lives during the Shang Dynasty?</i>	<i>Why are the contents of Fu Hao's tomb helpful in telling us about life in Shang times?</i>
Y4	Roman Rule of Britain		Ancient Greece	
	<i>How did the Romans invade Britain and how successful were they?</i>	<i>How did the Romans influence the culture of people already living in Britain?</i>	<i>Was life the same in all parts of ancient Greece, for all people?</i>	<i>Can we thank Ancient Greece for anything in our lives today?</i>
Y5	Anglo Saxons		Mayans	
	<i>How did life change in Anglo Saxon Britain from Roman Britain?</i>	<i>Why are the Vikings remembered so well as ruthless killers? Is this an accurate view?</i>	<i>How did the Mayan civilisation advance human knowledge?</i>	<i>Why did 'Mayan History' collapse ?</i>
Y6	Local: The Victorians in Darlington		Ancient Egypt	
	<i>Was a Victorian childhood the same for all?</i>	<i>Why was Darlington so important to the rest of the world in Victorian times?</i>	<i>Why were the pyramids so important to Ancient Egyptians?</i>	<i>Why the Nile a source of Ancient Egypt's success?</i>

The above question link specifically to the **second order concepts** as detailed in the National Curriculum, but the broader units also have content which links to other second order concept development . Whilst more than one concept may be threaded through a given unit, the primary concept to be exposed to children is signified by the colours below:

Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
------------------------------	------------------------------	----------------------------------	--------------------------------

Core Concepts

Core Concept		Definition
	<p>Exploration</p>	<p>Travelling across or through something to discover new places</p>
	<p>Invasion</p>	<p><i>To enter a country or group's land as an enemy, by force, in order to conquer or plunder</i></p>
	<p>Cultural Change & Sacrifice</p>	<p><i>Changes to the way that a society or culture is run, how it functions or is governed</i></p>
	<p>Rebellion</p>	<p><i>An armed fight or uprising against the rulers of the area that one lives within</i></p>
	<p>Power & Empire</p>	<p><i>A group of nations or people under one ruler, house or government</i></p>
	<p>Technological advancement</p>	<p><i>Changes in technology over time within a specific society or civilisation</i></p>
	<p>Crime and Punishment</p>	<p><i>Laws and subsequent actions for those that do not follow set rules</i></p>

Progression in Key Historical Skills

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronology (Chronological understanding also links to children's growing knowledge of the period studied – features, life and content)</p>	<p>Use words such as old, new, now, then, next, yesterday, tomorrow, last night, last week, next week, before, after, a long time ago, days, months, seasons</p> <p>Recount memories – knowing they are in the past – Benjamin Bear's weekend, changes through the seasons, Life experiences</p> <p>Understand that events in time have a specific 'date' e.g their own birthday – which month?</p> <p>Sort pictures of artefacts old/new now/then</p> <p>Pictorial time line x3</p>	<p>Use words and phrases such as recently, present, past, young, ancient</p> <p>Sequence some events or two related objects in order.</p> <p>Recount memories about the past – using the time vocabulary above.</p>	<p>Place objects and events in time order</p> <p>Create a simple timeline with 4 events, within a specified range</p>	<p>Recognise and understand AD / BC / Pre-historic</p> <p>Recognise the passage of time using dates – using a timeline</p> <p>Use time vocabulary more precisely – previously, preceding, prior, earlier</p>	<p>Put events / people / artefacts on and extended timeline, with a given range.</p>	<p>Create own timelines, with own understanding of date range and current topic</p>	<p>Compare and create a range of timelines from different periods and date ranges</p>
<p>Sources* and Evidence / Historical Interpretations</p>	<p>Use non-fiction books and photographs to find out about events, objects and people in the past.</p> <p>Formulate questions to ask an adult about the past.</p>	<p>Know that photos, books, pictures and diary extracts can be used to learn about the past.</p> <p>Know what an 'artefact' is – and why they are useful.</p> <p>Know what a 'replica' is and why they are used</p>	<p>Know that the information we use to learn about the past is called a historical source.</p>	<p>Know what a primary and secondary (or interpretation) historical source is.</p>	<p>Know that different sources may suggest different ideas and interpretations.</p> <p>Understand that knowledge about the past is created through using a variety of sources.</p>	<p>know that different historical questions may require different types of source in order to attempt to answer them.</p> <p>Know that is it not a historian's job to judge reliability of a source in isolation, but to USE at a range of sources to analyse a situation / event / person</p>	<p>Select sources independently to answer historical questions – and justify their selection.</p>

Organisation and Communication	<p>Talk about, draw a picture, retell a past event, use drama (dress up) role-play</p> <p>Label a picture appropriately.</p> <p>Write a simple sentence about the history topic.</p>	<p>Describe objects, people and events.</p> <p>Write simple stories / recounts about the past.</p>	<p>Write a detailed recount, using the language of time and specific dates.</p>	<p>Children at KS2 are not expected to construct their own historical arguments. Across the key stage, children are expected to deepen their historical knowledge through repeated exposure of the core concepts below and increasing substantive knowledge of the subject as the key stage progresses. This will be reflected in the children's historical writing.</p> <p>The purpose of the writing should be primarily to communicate the substantive topic knowledge in a coherent and logical manner, with increasing detail and confidence as the key stage progresses.</p> <p>Writing may be framed around key historical enquiry questions, underpinning units, linked to the second order concepts of:</p> <ul style="list-style-type: none"> - Cause and consequence - Change and continuity - Similarity and difference - Historical significance <p>However, key to this approach is that children have studied in depth the topic content and vocabulary to afford children with the key knowledge that they need in order to write successfully.</p>
---------------------------------------	--	--	---	---

***When working with sources, the following key points must be observed:**

1. Remind children that historians use sources to find out about the past
2. Always distinguish whether the item is a source (of the time), or an interpretation (secondary source, written later)
3. Sources are not inherently 'reliable or unreliable' – all have a part to play in piecing together and analysing the past
4. Sources are not simply 'short extracts' – children need to understand that sources can be written or archeological and can be combined in to 'collections' to gain a greater sense of the situation
5. Children need to recognise that different parts of the same source may be more useful than others
6. Different types of source may be needed to answer different types of question
7. We do not expect children at primary level to judge reliability, spot bias or construct their own 'theories' or 'arguments' about the past

Coverage of Core Concepts

Y1							
Autumn 1	All About Me <i>How similar and different are our families?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Autumn 2	Toys through time <i>How are the toys I play with different to those 50 years ago?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 1	Space <i>What inventions were needed so we could go in to space?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 2	Space <i>Why do we remember Neil Armstrong?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Y2							
Autumn 1	Great Fire of London <i>Why did the Great Fire of London happen? How do we know?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Autumn 2	Local: Richmond Castle <i>Why does our castle look the way it does?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 1	Exploration <i>Why do we remember Christopher Columbus for positive and negative reasons?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 2	Exploration <i>How has being an artic explorer changed over time?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Y3							
Autumn 1	Stone Age <i>What was 'new' about the New Stone Age (and how do we know)?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Autumn 2	Iron Age <i>What change did the Iron Age bring? What stayed the same?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 1	The Shang Dynasty <i>How different were people's lives during the Shang Dynasty?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 2	The Shang Dynasty <i>Why are the contents of Fu Hao's tomb helpful in telling us about life in Shang times?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment

Coverage of Core Concepts

Y4							
Autumn 1	Roman Rule of Britain <i>How did the Romans invade Britain and how successful were they?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Autumn 2	Roman Rule of Britain <i>How did the Romans influence the culture of people already living in Britain?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 1	Ancient Greece <i>Was life the same in all parts of ancient Greece, for all people?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 2	Ancient Greece <i>Can we thank Ancient Greece for anything in our lives today?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Y5							
Autumn 1	Anglo Saxon Britain <i>How did life change in Anglo Saxon Britain from Roman Britain?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Autumn 2	Anglo Saxon Britain <i>Why are the Vikings remembered so well as ruthless killers? Is this an accurate view?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 1	Mayans <i>How did the Mayan civilisation advance human knowledge?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 2	Mayans <i>Why did 'Mayan History' collapse?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Y6							
Autumn 1	Local: Victorian Britain (Darlington) <i>Was a Victorian childhood the same for all?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Autumn 2	Local: Victorian Britain (Darlington) <i>Why was Darlington so important to the rest of the world in Victorian times?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 1	Ancient Egypt <i>Why were the pyramids so important to Ancient Egyptians?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment
Summer 2	Ancient Egypt <i>Why the Nile a source of Ancient Egypt's success?</i>						
	Exploration	Invasion	Cultural Change	Rebellion	Power & Empire	Technological advancement	Crime and Punishment

Key Learning to Remember

Each topic within history is important. It builds a growing body of knowledge and vocabulary – systematically and sequentially. There are, however, key aspects of knowledge which will be continually revisited through the use of our school 'knowledge keys' and introduction to new history topics. These introductory lessons will recap the key learning that has been previously taught in order to make effective links with the new topics.

	Autumn 1	Autumn 2	Summer 1	Summer 2
Year 1	All About Me <ul style="list-style-type: none"> - Marriage is a legal partnership between 2 people. - A family tree is a way of organising who is related to who in a family. - Children should know who their relatives are. - A birth certificate is a record of when and where you are born - Know their own D.O.B - How are older toys (parents / grandparents) different to today? 	Toys <ul style="list-style-type: none"> - Know what 'present' means - Know what 'modern' means - Recognise characteristics of modern and new toys (materials). - I can talk about how to handle delicate older toys (artefacts). - Know that modern toys have safety rules to make sure they are made safely. 	Space Travel (1) <ul style="list-style-type: none"> - Know that an astronaut has trained to live and travel in space - Know that NASA is the American group that trains and sends astronauts to space - Know that there is less gravity in space – so people 'float'. - Astronauts go to space to learn about what it is like away from Earth. - Astronaut food is carefully packed to avoid crumbs floating in the space shuttle 	Space Travel (2) <ul style="list-style-type: none"> - Know that 'man' first landed on the moon in 1969 - Neil Armstrong was the first man to set foot on the moon. - Know that space travel was more regular – now it is less so as it is so expensive - There are plans to send humans to Mars. - The International Space Station is lots of countries together to build spaceships.
Year 2	The Great Fire of London <ul style="list-style-type: none"> - The fire started in Pudding Lane – in a bakery. - The fire started in 1666. - The fire spread because of dry and windy conditions and wooden buildings. - Samuel Pepy's Diary tells us about the fire. - London was re-designed by Christopher Wren 	Richmond Castle <ul style="list-style-type: none"> - The castle was first built in Norman times after the Battle of Hastings in 1066. It is one of the best examples of a Norman castle you can visit - It is recorded in the 'Doomsday Book' - It has had many owners – who each made changes to the building - The castle was a sign of power – in particular the large castle keep that was added after it was first built - It is now looked after by English Heritage – a charity that takes care of old and special buildings 	Columbus <ul style="list-style-type: none"> - Columbus was the first sailor to try and 'sail West' to reach Asia in 1492. - Columbus was Italian. - Columbus stumbled upon the Americas on his way to Asia. Europeans had never been here before. - Columbus made the native people slaves – to look for gold for him. - Columbus was seen as a hero for finding undiscovered lands. 	Arctic explorers <ul style="list-style-type: none"> - In 1911 Scott and Amundsen raced to be the first to reach the South Pole. Amundsen won. - Scot's teams' clothing and horses were not suitable for the cold conditions. - In 2000 Catherine Hartley was the first woman to reach the south pole. - Lots of people like to set themselves physical challenges, like climbing mountains and long treks. Being 'the first' can make someone 'famous'. - Technology improvements, (sat phones) is makes pole walks safer.
Year 3	Stone Age	Bronze and Iron Ages	The Shang Dynasty (1)	The Shang Dynasty (2)

	<ul style="list-style-type: none"> - BC is a time before 'Christ'. We count backwards from his birth. AD is afterwards. - 1.7 million years ago, early people began to make tools, using a 'flint'. - The first use of 'fire' was 1 million years ago, in South Africa - 35000 years ago, humans began to live in caves - People used to follow animals to hunt and eat, from 14000BC, people started to 'farm' animals 	<ul style="list-style-type: none"> - 2000BC was the start of the 'Bronze Age' when metal tools were first used. - People began to trade items – Bronze was very valuable and often made in to jewellery that can be seen today. - Celts were people who lived during the Iron Age. - 750BC was the start of the Iron Age - During the Bronze and Iron Ages, people lived in Roundhouses and enclosed areas within Hillforts. 	<ul style="list-style-type: none"> - A dynasty is a series of rulers who are from the same family - The Shang Dynasty were from China, and lived within a fertile area of river flood land - The Dynasty believed in a supreme god (Shang Di) – the king asked for advice to run the kingdom. - The Shang period coincided with the Bronze age in the UK. Bronze was also used here. - The first Chinese writing is recorded during this time – written on 'oracle bones'. 	<ul style="list-style-type: none"> - An archaeologist is a historian who finds and investigates artefacts - In the Shang period, animal and human sacrifice was important. - In tombs of important people, symbols of wealth and power were left to ensure a successful afterlife. - Power was important – people were grouped in order of power, with the King at the top, and peasants and slaves at the bottom. - The Shang Dynasty ended when slaves revolted and joined another Dynasty.
Year 4	<p>Roman Rule of Britain (1)</p> <ul style="list-style-type: none"> - Romans originated from Italy and were growing a vast empire. - The empire was a sign of strength and power – and an opportunity to use resources from invaded areas. - Romans invaded Britain twice, before finally settling in 43AD - Boudicca led a failed fight against the Romans. She was from the Celtic Iceni tribe. - Roman Emperor Hadrian built a wall across northern Britain to keep out the 'Picts' from the North. 	<p>Roman Rule of Britain (2)</p> <ul style="list-style-type: none"> - Romans encouraged people to live in houses (villas) in towns, with shops (forums), merchants and straight roads connecting them. London was a Roman town. - Money (gold, silver and bronze coins) was used to buy items, rather than 'trading' items for goods - Romans introduced bathing to Britain – in public baths with hot rooms and massages - The Roman Empire in Britain ended around 400AD. 	<p>Ancient Greece (1)</p> <ul style="list-style-type: none"> - 500BC is when the 'Classical Period' began - We know a lot about life in Ancient Greece due to the artworks which survive – on pottery. - Greek myths tell us about the lives of Greek Gods and their importance in Greek religion - Theatre and plays were an important aspect of Greek culture. Greek tragedies were very popular. - Displays of power were important – through buildings (E.g. Athenian Parthenon) and warfare. 	<p>Ancient Greece (2)</p> <ul style="list-style-type: none"> - The Greek alphabet was developed. The word alphabet itself comes from alpha and beta (a, b). - The Greek architecture style was popular in the late 18th Century – showing wealth and 'class'. - Democracy was developed in Ancient Greece – only men voted. This a key legacy of the period. - The Olympic Games were invented in Greece. It was a sporting event between 'City States' to honour Greek gods. The modern games were revived in 1896. - Greek literature is another key legacy – such as Homer's poetry.
Year 5	Anglo Saxons	Vikings	Movans (1)	Movans (2)

	<ul style="list-style-type: none"> - 449, Angles and Saxons arrive by boat and by 540, conquer Britain. - England begins to follow Christianity during the Anglo-Saxon period, following pagan rituals where spells were commonplace. - Anglo-Saxons created the first books – a sign of wealth and power for nobility and kings (5 kings for 5 areas) - Farming and toolmaking were primary jobs; men were buried with their tools, women with bowls and spoons. - People began to live more in villages – in small one roomed homes (a contrast to Roman times). 	<ul style="list-style-type: none"> - Approx 800AD Viking raids began on Britain – using longboats which could travel up rivers – to raid money and valuables. - Vikings were fearless as death in battle was a path to a special paradise – Valhalla. - 865 'The Danish Great Army' lands in England for 14 years. - Some families settled as traders and farmers. Places with -thorpe, -thwaite, -ness, -by were named by the Vikings - In 1066, Anglo Saxon age comes to an end at the Battle of Hastings. 	<ul style="list-style-type: none"> - Mayans begin life wandering in Northern Mexico around 1100 BCE - Human sacrifice was common –it often took place at Mayan temples - Myans developed a writing system – using logos - Mayans did not call themselves 'Mayans' – they were a collection of City States. - Myan culture was well developed during the 'classic period'– with observatories, mathematics and architecture learning – 250 CE onwards 	<ul style="list-style-type: none"> - After Myan towns and cities were abandoned in the south, Myans moved north. It is a mystery as to why. - Spanish conquistadors arrived in the 15th century – keen to exploit the lands - The last Myan city fell in 1967 - Diseases introduced by Europeans killed thousands of Mayans. - The Myan fighting technology could not compare with the wheel, metalwork and gunpowder.
<p>Year 6</p>	<p>Victorian Britain (1 - children)</p> <ul style="list-style-type: none"> - The Victorian period extended between 1837 and 1901. - At the start of the Victorian period – children did not all attend school regularly and worked as cheap labour. The 'Factories Acts' set high working hours' limits. - By 1878 it was made illegal for under 10s to work – they must go to school - The aim for wealthy girls was to marry in to a 'good family' – they were specifically 'trained' for this 	<p>Victorian Britain (2 - Railways)</p> <ul style="list-style-type: none"> - The Victorian period saw the Industrial Revolution take place – which had the railways at its heart - Stockton & Darlington Railway, was the first railway in the world to operate freight and passenger service with steam traction. It opened in 1825. - George Stephenson's first Locomotion was Locomotion Number 1. - The railways were initially built to transport freight across the country – 	<p>Ancient Egypt (1)</p> <ul style="list-style-type: none"> - Hieroglyphics were first used 4000 BCE. They provide evidence of Egyptian culture today - Pyramids were built as tombs for Pharaohs and Queens. They held treasures for the afterlife. - The Pyramids of Giza are the most famous. They took between 10-20 years to construct from granite rock. - From 1700 explorers began exploring the pyramids and tombs. In 1922 Howard Carter discovered that of 	<p>Ancient Egypt (2)</p> <ul style="list-style-type: none"> - The fertile land around the Nile was managed through sluicing and ditches and the use of shaduf to speed up irrigation of the crops (Link to Yellow River for Shang Dynasty) - The Nile basin could produce enough crops to allow other people to become full time craftspeople or other roles in Egyptian society - 3000 BCE – Papyrus was used as a writing material - Boat travel was key to the life of Ancient Egypt – trading within and outside of Egypt - Sailing was so

	<ul style="list-style-type: none"> - Some rich philanthropists wanted to support the poor. 	<ul style="list-style-type: none"> - including coal from the pits from the north east coals mines - As more and more lines were built, travel became cheaper for passengers and holiday resorts, such as Saltburn were developed. 	<ul style="list-style-type: none"> - in 1972 the Pyramid Fields were listed by UNESCO as a World Heritage Site 	<ul style="list-style-type: none"> - world's first lighthouse was built by the ancient Egyptians at the port of Alexandria
--	---	---	---	---

Key Timeline of Periods Studied

British History

1.7 MYA – 2000 BCE	Stone Age (Y3)
2000 BCE	Bronze Age (Y3)
750 BCE	Iron Age (Y3)
43 – 400	Roman Britain (Y4)
449 – 1066	Anglo Saxons (Y5)
793 – 1066	Viking Invasions (Y5)
1604	Guy Fawkes (Y2)
1666	Great Fire of London (Y2)
1825	Birth of Railways (Y6)
1837 – 1901	Victorian Period (Y6)
Living Memory	(Y1)

Exploration and Civilisations

6000 BCE – 30 BCE	Ancient Egyptian Period (Y6)
2600 BCE	Mayan civilisation begins (Y5)
1600BCE – 1046 BCE	Shang Dynasty (Y3)
700 BCE – 146 BCE	Ancient Greek Period (Y3)
900	Mayan history 'collapses' (Y5)
1492	Christopher Columbus Voyage (Y2)
1911	Arctic Race (Y2)
1969	Lunar Landing (Y1)

History Around Us

Some aspects of history – additional to the National Curriculum Requirements - will be taught through assemblies and whole school events and approaches. These include:

Guy Fawkes	November 5 th
Remembrance Day	November 11 th
Black History Month (Nelson Mandella / Rosa Parkes)	October
Key Saints Days – Saints George, David, Andrew, Patrick, Valentines	Throughout
Key cultural 'days' in the British calendar – origins Mother's Day, father's day.	March / June

The Units of Work

Y1-Y6