

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

For more detail about linked subject progression within the EYFS Framework.

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

| Year | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| 1 | | <p><u>The Gunpowder Plot</u> This unit will teach the children, using a variety of methods, to fully develop their knowledge and understanding of this significant event in British history: The Gunpowder Plot. 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. They will deepen their understanding of the events of the Gunpowder Plot through several speaking and listening activities, such as hot seating and role play, as well as sequencing events and designing posters. A lesson on how bonfire night has been celebrated in Britain since the 1930s is also designed to consolidate their knowledge of changes within living memory.</p> | | <p><u>Kings and Queens</u> This unit will teach the children about the significant British monarchs in history, and gives a more in-depth study of Richard III as well as asking the children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.</p> | | <p><u>Travel and Transport</u> This unit will teach the children about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brothers.</p> |

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| 2 | | <p><u>War and Remembrance</u> This unit will teach the children about this significant event in British and global history: the First World War and Remembrance Day. The children will also find out about Walter Tull, a significant individual in British history who was the first black British Army officer. They will deepen their historical awareness and understanding by studying photographic primary sources and taking part in speaking and listening activities. As well as finding out why and how Remembrance Day is marked, the unit covers the experiences of soldiers in the trenches, the animals who helped them and the importance of women's roles on the Home Front.</p> | | <p><u>The Great Fire of London</u> This unit will teach the children about the key events of the Great Fire of London, and help them develop an understanding of the ways in which we can find out about the past through discussing primary sources. In doing so, this unit also provides an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.</p> | | <p><u>Nursing</u> This unit will teach the children about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today.</p> |
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| 3 | | <p><u>Stone Age to Iron Age</u> This unit will teach the children about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.</p> | <p><u>Ancient Egyptians</u> This unit will teach the children in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p> | | | <p><u>Mayans</u> This unit will teach the children all about the ancient Maya civilisation. The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. They will also learn about the beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will learn about the Maya number system and will read and write Maya numbers and solve problems. They will learn about the writing system and practise writing words using the style of the ancient Maya people. The children will learn about the work of famous explorers and will analyse historical pictures of the cities they discovered. They will also learn about the types of food eaten by the ancient Maya and they will find out about the significance of corn and chocolate.</p> |
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The Romans

This unit will teach the children about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. Also, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the religious beliefs of Roman people.

The Greeks

In this unit, the children will gain an understanding of where and when some key events during the ancient Greek period took place. They will explore what is meant by the terms 'trade', 'civilisation' and 'empire' and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. The children will explore what life was like for different people who were enslaved during ancient Greek times. They will then independently research different elements of daily life in ancient Greece. Children will also explore the differences between life in ancient Athens and ancient Sparta. They will learn about early democracy in Athens and take part in a debate about life in Athens and Sparta. Children will use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek

The Anglo-Saxons and Scots

This unit will teach the children about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. Finally they will investigate how and why the Anglo-Saxons

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| | | | | <p>Olympics and make comparisons between the ancient Games and the modern Olympics. Also, children will learn about the beliefs of the ancient Greeks, producing fact files about the Greek gods and exploring the messages that the ancient Greeks may have taken from myths. Children will sequence a version of the Trojan War and will explore historical evidence relating to whether there was any truth behind the myth. Studying ancient Greece will help children to develop their questioning skills and make comparisons; learn to use historical sources and help them to understand how past events have helped to shape the world that we know today.</p> | | <p>were largely converted to Christianity by the early 7th century.</p> |
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Benin

This unit will teach the children in depth about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. The unit explores western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time. The children will also learn about the story of Eweka and finally discover how European invaders threatened the civilisation of ancient Benin.

Vikings and Anglo-Saxons

This unit will teach the children about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. Also, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.

Railways

This unit will teach the children about the development of the Railways in Great Britain. They will find out about the history of the railways and significant early locomotives. They will also study some important historical events, such as the opening of the first passenger carrying railway lines and they will learn about some of the key people who were influential in the development of the railways. Also, they will learn about the development of locomotive technology and examine the differences between steam, diesel and electric locomotives. The children will learn about the growth of the railway network in Great Britain and use their geographical skills to map out some key routes. They will also use their speaking and listening skills to debate the positive and negative effects of the railways on many aspects of society.

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| 6 | <p><u>World War II</u> This unit of work will teach the children all about World War II. They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia. Studying World War II will help children 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. The unit pack contains six lesson plans with their own lesson presentations and all the necessary resources. There are also two home learning tasks, challenge cards and fact cards designed to support and encourage independent learning.</p> | <p><u>Rebuilding Britain</u> In this unit, the Children will learn about Britain's involvement in WWII and how it ended, and how the 'war at home' had affected people. They will consider in greater depth how Britain and its people were affected by the war and learn about initial rebuilding efforts in bomb-damaged cities. The children will consider why post-war voters wanted significant changes in Britain, such as nationalisation and the creation of the Welfare State and about the creation of the NHS and its impact on British life as well as expressing their own views of it. Year 6 will learn about what the British Empire was, and how the people of her colonies were involved in the war. They will consider why there was a need for immigration into Britain in the post-war years, as well as think about, discuss and write about the experiences of the first people arriving in Britain to live and work and why it was decided to build new towns.</p> | | | | <p><u>Leisure and Entertainment</u> This unit will teach the children in depth about the rise in popularity of cinema. They will learn about how and why football became the nation's favourite sport, the social and cultural importance of the 'Swinging Sixties', why British holiday camps emerged and how television has impacted modern life. Children will also learn about how developments in 20th century technology can make life in this century easier.</p> |
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