

Please note: As part of our anti-racist approach, our history curriculum will develop the knowledge, skills, confidence and motivation of our children and staff to recognise and tackle racism actively, wherever they encounter it. We have highlighted aspects of the curriculum to support everyone to identify key learning opportunities.

| History – A Progression of Knowledge & Skills | | | | |
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| Year group | term | topic | skills | knowledge |
| Unit Composites | | | | |
| To know that they live at home and are able to talk about it. | | | | |
| To make comments about their own families, using photos to support. | | | | |
| To notice differences between people | | | | |
| EL2 | aut | Me & My Family | <u>Past and Present</u> To recognise key people in their own lives To have a sense of belonging to their own immediate family, relations and pets | I know what my name is I know who is in my family |
| | | | <u>People, Culture and Communities</u> To pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird | |
| | Communication and Language To use language to share feelings, experiences and thoughts Vocabulary name, mum, dad, family, brother, sister | | | |
| | spr | Me & My World | <u>Past and Present</u> To be curious about people and shows an interest in themselves and their family | |
| | | | Communication and Language To hold a conversation, jumping from topic to topic Vocabulary Who are you? | |
| | sum | Me Growing Up | <u>Past and Present</u> To talk about everyday tasks or events that they have taken part in with their families To attribute meaning to marks they have made based on their experiences e.g. mummy house | |
| <u>People, Culture and Communities</u> | | | | |



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| | | | To learn that they have similarities and differences that connect them to, and distinguish them from, others | |
| | | | Communication and Language Uses longer sentences (e.g. Mummy gonna work) Vocabulary same | |
| Year group | term | topic | skills | knowledge |
| Unit Composites | | | | |
| To talk about things that have happened in the past, such as birthdays or celebrations. | | | | |
| YN | aut | Me & My Family | To shows interest in the lives of people who are familiar to them | I know who is in my family I know who my teachers are I can name my friends |
| | | | Communication and Language To use language in recalling past experiences To retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) Vocabulary I, me, my, family, brother, sister, mum, mother, dad, father, siblings, parents, grandparents, teacher, friends, neighbours | |
| | spr | Me & My World | To remember and talks about significant events in their own experience <i>(Chn can look at photos/videos to talk about past events)</i> To begin to understand that they have a life-story and family history <i>(Chn can look at photos of them from the past and talk about how they have grown and changed)</i> | |
| | | | Communication and Language To build up vocabulary that reflects the breadth of their experiences Vocabulary yesterday, a long time ago | |
| | sum | Me Growing Up | To recognise and describes special times or events for family or friends <ul style="list-style-type: none"> - birthdays - wedding - Eid/ Christmas/ Easter | I know what happens during these events |
| | | | Communication and Language To talk more extensively about things that are of particular importance to them Vocabulary special, Eid, birthday, Christmas, Easter | |





| Year group | term | topic | skills | knowledge |
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| Unit composite | | | | |
| To describe and discuss past events in the lives of themselves and others | | | | |
| YR | aut | Me & My Family | To understand that things were different in the past and we can refer to sources of knowledge e.g. stories | <p>I know some past and present events in my own life and in the lives of my family members</p> <ul style="list-style-type: none"> - family events such as birthdays, weddings, ceremonies - children to talk about family holiday experiences/ family days out |
| | | | <p>Communication and Language To understand a range of complex sentence structures including negatives, plurals and tense markers</p> <p>Vocabulary past, present, change, different</p> | |
| | spr | Me & My World | To compare and contrast characters from stories, including figures from the past. | <p>Listen to the story 'My Two Grannies' by Floella Benjamin to draw out key themes, similarities and differences in stories</p> |
| | | | <p>Communication and Language To use language to imagine and recreate roles and experiences in play situations</p> <p>Vocabulary same, similar</p> | |
| | sum | Me Growing Up | To draw on knowledge and understanding of the past through settings, characters and events encountered in stories. | <p>Listen to the story 'Wilfrid Gordon McDonald Partridge' by Mem Fox. Explore how objects can help trigger memories from the past.</p> <p>To know about, and discusses, some similarities and differences between the past and the present</p> <ul style="list-style-type: none"> - Listen to the story 'Lost in the Toy Museum' |





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| | | | <ul style="list-style-type: none"> - Visit the Children's V&A Museum to explore toys from the past and present - Have a toy display workshop where chn can bring in their favourite toy and talk about it |
| | | | <p>Communication and Language To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Vocabulary old, new,</p> |
| <p>Early Learning Goal: <u>Past and Present</u> Children at the expected level of development will:</p> <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. | | | |

| Year group | term | topic | skills | knowledge |
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| Y1 | aut | Once Upon a Time | <p>Unit Composite</p> <p>Historical enquiry To explore architecture/objects/pictures to develop an understanding of the past</p> | |
| | | | <p>Historical enquiry To explore objects/pictures to develop an understanding of the past</p> | <p>To know</p> <ul style="list-style-type: none"> - a castle was a significant building; home and protection against enemies - the parts of an old castle (Tower of London) - the parts of a modern castle (Windsor Castle and Buckingham Palace) - rich and poor people lived and worked in a castle and describe some of their roles (What did they wear? What jobs did they have?) |
| | | | <p>Historical language To use historical vocabulary to describe things from the past (then, before, long ago, past, years ago)</p> | <p>To know</p> <ul style="list-style-type: none"> - a king or queen is a monarch and their job was to make rules and keep peace in their lands (make links to our current monarch and their duties) |
| | | | <p>Historical concepts To identify what is the same and different about people's ways of life or of objects in the past, compared to now</p> | |





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| | | <p>(see vocabulary bank)</p> <p>Chronological narrative</p> <p>To use historical language to describe the passing of time</p> <p>To sort objects into 'then' and 'now'</p> <p>Historical enquiry</p> <p>To explore objects/pictures to develop an understanding of the past</p> <p>Chronological narrative</p> <p>To place key events in chronological order</p> | <p>To know about significant people in history</p> <p>Mansa Musa</p> <ul style="list-style-type: none"> -a significant King from another part of the world; Mali -one of the richest person in the whole world -his legacy was that he was the founder of the first university, in Timbuktu <p>Guy Fawkes & why we celebrate Bonfire Night</p> <ul style="list-style-type: none"> - he did not like the way the country was ruled so challenged the king - he tried to kill the king by blowing up the Houses of Parliament - his legacy is Bonfire Night, when we celebrate the fact that his plot did not succeed <p>Mary Seacole</p> <ul style="list-style-type: none"> - she is special because she wanted to nurse people who were injured at war - her legacy is that she made it easier for future generations of black people to become nurses -why was she less known than Florence Nightingale? |
| | | <p>Vocabulary</p> <p>tower/parapets/battlements/moat/drawbridge/flag/ keep/ gatehouse/arrow, loop, dungeon, monarch, family tree, ceremony, noble, knight, lord, treason, evidence, parliament, artefact, servant, Gunpowder Plot, rich, university, Timbuktu, Mali, wealth</p> | |
| | Spring | Animal Kingdom | <p>Unit Composite</p> <p>Historical Significance</p> <p>To know the lives of significant people in the past</p> |
| | | | <p>Historical enquiry</p> <p>NB: This will be more than one lesson</p> <p>To know about significant people in history</p> |





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| | | | <p>To use sources to find out about George Washington Carver</p> | <p>George Washington Carver (botanist and agricultural scientist)</p> <ul style="list-style-type: none"> - he is significant because he was born into enslavement & he worked hard to get into college, a huge achievement at that time - he was a famous scientist and inventor that used his skills to help others - his legacy is that he developed techniques to improve soil to help farmers grow food |
| | | | <p>Vocabulary</p> <p>Agriculture, farming, scientist, inventor, soil, enslavement, timeline, life, events, past</p> | |
| | | | <p>Unit Composite</p> <p>Historical Knowledge</p> <p>To know that we can learn about the past from the historical buildings that are still here today.</p> | |
| | sum | We Love London | <p>Historical enquiry</p> <p>To ask how and why questions to explore historical events/people</p> <p>To observe and explore buildings to develop an understanding of the past</p> <p>Historical concepts</p> <p>To tell a story about a significant person from the past (Flora Stevenson or Dick Whittington and their legacies)</p> | <p>To know</p> <p>- that important buildings from the past are still here today and we can learn about the past from them (Buckingham Palace, Nelson's Column, Tower of London, Big Ben and the Palace of Westminster)</p> <p>Brick Lane Mosque</p> <ul style="list-style-type: none"> -how it changed over time to serve its community -started as a Church, then Synagogue and currently a Mosque -represents diversity in London <p>To know about significant people in history</p> <p>Dick Whittington</p> <ul style="list-style-type: none"> - he is special because his life inspired many people to tell stories about him (links to Robin Hood) - his legacy is that today people still tell stories about his legend of becoming Mayor of London <p>Sadiq Khan & Rishi Sunak</p> <ul style="list-style-type: none"> -First Muslim and South Asian Mayor of London/Prime Minister -He is special because... |





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| | | | <p>Vocabulary</p> <p>monument, landmark, palace, legend, church, mosque, synagogue, diversity, mayor, Prime Minister, Asian, Muslim</p> |
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| Year group | term | topic | skills | knowledge |
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| Y2 | aut | Fire! Fire! | <p>Unit Composite</p> <p>Historical Concepts To explain the significant events during the Great Fire of London</p> | |
| | | | <p>Historical enquiry To ask how and why questions to explore historical events/people/objects</p> <p>To use a range of sources; objects, images and writing, to find out what happened in the past (the past is represented in different ways - photos, art, architecture, objects, writing, music)</p> <p>Chronological narrative To place key events in chronological order</p> <p>To use historical language to describe significant events of a period in time</p> | <p>To know</p> <ul style="list-style-type: none"> - how and why the Great Fire of London began -the factors that meant the fire spread (wind/wooden houses, dry summer) - what happened during the Great Fire of London from the writing of others (Samuel Pepys and diaries, recounts newspapers) - different ways the people tried to put the fire out (buckets, water squirts, pulling down houses) - how London changed after the fire (e.g. different building materials for houses) <p>To know about significant people in history</p> <p>Sir Christopher Wren</p> <ul style="list-style-type: none"> - he is significant because he built a monument to the people who died and churches that were destroyed by the fire - his legacy – the many buildings that remain in London and beyond <p>Frank Arthur Bailey</p> <ul style="list-style-type: none"> - he is special because he was the first black fireman - his legacy is that he made it easier for future generations of black people to become firefighters -Why was it such a challenge for ethnic minority people to become firefighters? -to celebrate diversity in jobs that help others |





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| | | | <p>Unit Composite</p> <p>Historical Concepts To make simple comparisons between then and now</p> | |
| | | | <p>Historical enquiry To ask how and why questions to explore historical events/people/objects</p> | <ul style="list-style-type: none"> - the significant events during the Great Fire of London - that firemen use engines and hoses to put out fires - that houses today are made out materials that do not burn easily - houses have safety features to avoid/extinguish fires |
| | | | <p>To use a range of sources; objects, images and writing, to find out what happened in the past (the past is represented in different ways - photos, art, architecture, objects, writing, music)</p> | <p>To know</p> <ul style="list-style-type: none"> - Stone Age people utilised stones as tools to create fire (overview) - we know about the Stone Age and how people lived because of the tools drawings people left behind <p>(link to Sibudu cave discoveries in South Africa, including earliest known spears, arrows and bedding)</p> |
| | | | <p>Vocabulary</p> <p>source, cathedral, government, architecture, churches, present, famous, firefighter, representation, recount, diversity</p> | |
| | | | <p>Unit Composite</p> <p>Historical Concepts To make simple comparisons between then and now</p> | |

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The Secret Garden





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| | | | <p>Historical enquiry To ask how and why questions to explore historical events/people/objects</p> <p>To use a range of sources; objects, images and writing, to find out what happened in the past (the past is represented in different ways - photos, art, architecture, objects, writing, music)</p> | <p>NB: This will be more than one lesson</p> <p>To know To know what Poplar was like in the past</p> <ul style="list-style-type: none"> - Children/Schools (visit to Ragged School set up by Dr Barnado) - Buildings/Key places (Docks) - Local food - Religious beliefs <p>To know what Poplar is like now</p> <ul style="list-style-type: none"> - Streets - Buildings/key places (Docks) - Local Food (Because of migration there are a range of food from different cultures. Explore how food represents communities changing e.g. access to Halal food in Poplar now) - Religious Beliefs |
| <p>Vocabulary</p> <p>Past, before, now, present, change, community, education, local, beliefs, wealth, class, rich, poor, market, trade, shipping, migration</p> | | | | |
| sum | Globetrotters | <p>Unit Composite</p> <p>Historical Knowledge To know the legacy of Matthew Henson</p> | | |
| | | <p>Historical enquiry To use sources to find out about Matthew Henson</p> | <p>To know about significant people in history</p> <p>Matthew Henson</p> <ul style="list-style-type: none"> - he is significant because during a time of great prejudice he became a successful global explorer - It is believed that he was the first person to reach the North Pole - his legacy is that his bravery and determination helped to inspire many others to explore the globe and develop a love for the planet - Why is he not as well known as his friend, Robert Peary? Is that fair? (link to views of black people in the US at the time) | |
| | | <p>Vocabulary Explorers, adventures, travel, globe, fair, unfair, media, race, skin colour</p> | | |





| Year group | term | topic | skills | knowledge |
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| Y3 | aut | Invaders and Settlers | Unit Composite: Historical Concepts To compare distinct periods in history | |
| | | | Chronological narrative To use a timeline to order key events that happened in a period, using key dates | To know -To know when Romans invaded/ settled in Britain |
| | | | Historical enquiry To use primary and secondary sources to ask & answer questions (trips/artefacts/archaeological dig) | - To know what Romans believed, how the children lived, the food they ate & the clothes they wore |
| | | | Chronological narrative To use a timeline to order key events that happened in a period, using key dates | To know -To know when Anglo Saxons invaded/ settled in Britain |
| | | | Historical enquiry To use primary and secondary sources to ask & answer questions (trips/artefacts/archaeological dig) | - To know what Anglo Saxons believed, how the children lived, the food they ate & the clothes they wore |
| | | | Chronological narrative To use a timeline to order key events that happened in a period, using key dates Historical enquiry To use primary and secondary sources to ask & answer questions (trips/artefacts/archaeological dig) | To know -To know when Romans invaded/ settled in Britain - To know what Romans believed, how the children lived, the food they ate & the clothes they wore |





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| | | | <p>Unit Composite:</p> <p>Historical Concepts: To understand how life in Britain has been impacted by the different groups of settlers across different periods of time</p> |
| | | <p>Historical enquiry To use primary and secondary sources to ask & answer questions (trips/artefacts/archaeological dig) (see word bank)</p> <p>Historical Concepts: To make simple comparisons between then and now</p> <p>Historical enquiry To ask questions about how significant people have made a change</p> | <p>To know</p> <ul style="list-style-type: none"> - where the Vikings, Romans and Anglo Saxons came from and when each group of people arrived in Britain - why each group invaded and settled in Britain (resources, Empire) <p>How did the Vikings, Romans and Anglo Saxons impact life in Britain (after the invasions this would be where the children learn about the changes in law, farming techniques, customs)</p> <ul style="list-style-type: none"> - the legacy each group of invaders had on Britain; including today (language, place names, stories/ legends, roads, food establishment of London) - the story of Boudicca and her uprising against the Roman Empire |
| | | | <p>Vocabulary invade, settles/settlement, migration, raid, empire, shield, spear, weapon, battle, army, AD, BC, culture, trade, myth, legend, Eastern European, impact, archaeological</p> |
| | | | <p>Unit Composite</p> <p>Historical concept To describe the impact of significant people on groups of people and their legacy</p> |
| spr | Super Humans | <p>Historical enquiry To ask questions about how significant people have made a change</p> | <p>NB: This will be more than one lesson</p> <p>To know To know the achievements of significant people in history who have overcome physical difficulties e.g.</p> <ul style="list-style-type: none"> - Albert Einstein - Dr. Stephan Hawkings - Helen Keller |





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| | | | <p>Dr Maggie Aderin-Pocock -a space scientist -she overcame the barrier of having Dyslexia and had a very successful career in science -her legacy is that regardless of your ethnic background and academic abilities you can still be successful</p> | | |
| | | | <p>Vocabulary</p> <p>Resilience, inspiration, achievement, space scientist, barrier</p> | | |
| | | | <p>Unit Composite:</p> <p>Historical Concepts To know the legacy of the Mayan civilisation on the world today</p> | | |
| | sum | Rainforest Explorers | <table border="1"> <tr> <td> <p>Chronological narrative</p> <p>To use a timeline to order things that happened in a period, using key dates</p> <p>To place the periods studied on a timeline of world history</p> <p>Historical concepts To investigate how the Maya lived with a focus on:</p> <ul style="list-style-type: none"> - architecture - beliefs - children's lives - food (science: diets) - clothes <p>Historical enquiry</p> <p>To use primary and secondary sources to ask/answer questions (trips/artefacts/archaeological dig) (see word bank)</p> <p>To research different elements of Maya history and impact</p> </td> <td> <p>To know</p> <p>- To place the Maya Civilization on a timeline</p> <p>-To know that the Mayans were a significant ancient civilisation</p> <p>-To know what life was like for Mayans (architecture, games, stories & beliefs, food, clothes)</p> <p>-To know that descendants of the Maya still live in Central America in modern-day Belize, Guatemala, Honduras, El Salvador and parts of Mexico</p> <p>-The legacy of the Mayan civilisation</p> <ul style="list-style-type: none"> - art - Architecture/ - Mathematics - Calendar - Astronomical system - Invented chocolate </td> </tr> </table> | <p>Chronological narrative</p> <p>To use a timeline to order things that happened in a period, using key dates</p> <p>To place the periods studied on a timeline of world history</p> <p>Historical concepts To investigate how the Maya lived with a focus on:</p> <ul style="list-style-type: none"> - architecture - beliefs - children's lives - food (science: diets) - clothes <p>Historical enquiry</p> <p>To use primary and secondary sources to ask/answer questions (trips/artefacts/archaeological dig) (see word bank)</p> <p>To research different elements of Maya history and impact</p> | <p>To know</p> <p>- To place the Maya Civilization on a timeline</p> <p>-To know that the Mayans were a significant ancient civilisation</p> <p>-To know what life was like for Mayans (architecture, games, stories & beliefs, food, clothes)</p> <p>-To know that descendants of the Maya still live in Central America in modern-day Belize, Guatemala, Honduras, El Salvador and parts of Mexico</p> <p>-The legacy of the Mayan civilisation</p> <ul style="list-style-type: none"> - art - Architecture/ - Mathematics - Calendar - Astronomical system - Invented chocolate |
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| | | | <p>Vocabulary</p> <p>ancient, civilisation, secondary/primary sources, descendants</p> | | |





| Year group | term | topic | skills | knowledge |
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| Y4 | aut | Robots | Unit Composite Historical concepts To understand the history of computing and the legacy of significant individuals involved | |
| | | | Chronological narrative To sequence key events in the history of computing on a timeline (decades, key dates, across the century) | NB: This will be more than one lesson To know - the key events that mark computing history and innovation - significant individuals throughout the history of computing innovation (including women and people of different backgrounds e.g. Katherine G Johnson, Annie Easley, Xia Peisu) |
| | | | Vocabulary Inventor, invention, computing | |
| | spr | All the World's a stage | Unit Composite Historical Significance To know the Elizabethan Era's legacy on Britain and the wider world | |
| | | | Historical language To use dates and historical language appropriately in my work (see word bank) | To know - the five Tudor monarchs (names) and the order in which they ruled -Who Queen Elizabeth I was and some of the things that make her a significant monarch |
| | | | Chronological narrative To summarise in chronological order the main events from a specific period in time | |
| | | | Historical enquiry To use a range of historical artefacts/sources to make comparisons between one aspect of the past and present day(theatre/entertainment) | -how Elizabethan children lived - Tudor buildings and unique architecture - what theatre and Shakespeare plays can tell us about life in Elizabethan times (values, culture and entertainment) |
| Historical concepts | -the reasons why King Phillip of Spain wanted to invade England with the Spanish Armada | | | |





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| | | | <p>To use my knowledge of a period in history to explain why an event happened (Armada)</p> <p>To explain why people might give different accounts of the same event (Armada)</p> | <p>-the defeat of the Spanish Armada lead to queen Elizabeth being seen as a formidable ruler and Sir Francis Drake a hero in England</p> <p>The Elizabethan Era's legacy on Britain and the wider world</p> <ul style="list-style-type: none"> - Queen Elizabeth I is still seen as one of the strongest and powerful leaders in history regardless of the opinions held by citizens during her reign (that women are weak and that QE should not stay in reign) - Paintings/portraits across the world portray the strength and power Queen Elizabeth I held - Britain were seen as the great global force for exploration (e.g.the discovery of America) - Perspectives of native Americans on the 'discovery' of America - The strong culture of performance and theatre |
| | | | <p>Vocabulary: influence, dynasty, protestant, catholic, sovereign, reformation, heresy, court, head of state, Pope, persecution, fleet, era, legacy, artefacts</p> | |
| | | | <p>Unit Composite:</p> <p>Historical Concepts: To understand how a natural disaster can impact a civilisation</p> | |
| | sum | Mighty Mountains | <p>Chronological narrative To summarise in chronological order the evolution of the Maya Civilisation</p> <p>Historical concepts To use my knowledge of a period in history to explain why an event happened</p> <p>Historical enquiry To use a range of historical artefacts/sources to make comparisons between one</p> | <p>To know Recall facts about the Maya civilisation (year 3)</p> <ul style="list-style-type: none"> - who the Maya civilisation were (a recap to Maya Civilisation learning from Year 3) - about how people prevent and prepare for natural disasters in history -to explore how the drought resulted in the decline of the Mayan civilization - why the Maya were unable to overcome the impact of the draught -what climate issues are we now facing in current times? (link historical knowledge to thinking about current/future problems) |





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| | | aspect of the past and present day | |
| | | Vocabulary civilisation, expedition, pioneer, conservation, draught, collapse, natural disaster, draught, climate | |

| Year group | term | topic | skills | knowledge |
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| Y5 | aut | Meet the Greeks! | Unit Composite: Historical Concepts: To compare different aspects of life for different types of people in the same period | |
| | | | Chronology To plot world history studied on a timeline, (with a focus on classical period - using centuries, AD, BC) | To know - To explain how the Ancient Greeks spread from Greece throughout Europe around 4,000 years ago, bringing their own culture and laws to other countries (Who was Alexandra the Great?) -how distinct groups of people lived during this time To learn the importance of Greek myths <ul style="list-style-type: none"> - they were an important part of their beliefs and to help them teach morals - know some of the myths of Gods and monsters (Theseus and the Minotaur/ Perseus and Medusa/Cerberus, Medusa, Cyclops, Zeus, Heracles, Hades) - know that today we also use stories to help teach morals etc. Through comparing the life of distinct groups: <ul style="list-style-type: none"> - to know what life was like as rich/poor person in Ancient Greece -to know what life was like a man/woman -to know what life was like as a child - To learn about Ancient Greek culture: (specifically) |
| | | | Historical concepts To investigate how the Ancient Greeks lived with a focus on: <ul style="list-style-type: none"> - beliefs - children's lives - food (science: diets) - clothes - architecture Historical concepts To compare the life of distinct groups of people during the Ancient Greeks period | |
| | | | To identify similarities / differences between the lives of the Ancient Greeks and current day civilisations | |





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| | | <p>Historical enquiry</p> <p>To use own research to answer questions about the past</p> <p>To use evidence from a range of sources to support own ideas about the past</p> | <ul style="list-style-type: none"> the creation of the theatre - and then compare this to how we enjoy theatre today their love of sport through the Olympic games -then compare what the olympics are like in modern world how they create and used crafts such as pottery/mosaics, food <p>Historical significance</p> <p>- To identify the legacy of myths, olympics</p> <p>- Greek's legacy on the world today- including government and democracy, olympics, theatre, maths from the Ancient Greek civilisation</p> <p>- to find out about Ancient Greece through archaeologist discoveries of buildings, pottery with scenes of daily life, first-hand written accounts and statues of significant figures and Gods (trade with African civilisations, black Greek Gods and art)</p> <p>- how a significant Greek helped change the way we think:</p> <p>Can select from:</p> <ul style="list-style-type: none"> Pythagoras's ways to measure and describe shape Socrates' and Plato's philosophies Aristotle's studies of plants, animals and rocks |
| | | <p>Vocabulary:</p> <p>culture, mythology, philosophy, archaeology, amphitheatre, Olympic, democracy, Spartan, citizen, emperor, slaves, distinct, legacy, archaeologist, primary source, secondary source, civilisation, ancient, legacy, conquer,</p> | |
| | | <p>Unit Composite</p> <p>Historical Enquiry</p> <p>To know that there might be more than one answer to a historical question</p> | |
| spr | Space Race | <p>Chronological narrative</p> <p>To place the Cold War on a timeline (build on timeline used in autumn)</p> | <p>NB: This will be more than one lesson</p> <p>To know</p> <p>-that the USA and the USSR were in a race to conquer space but eventually worked together</p> |





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| | | <p>To summarise key events of the Cold War on a timeline</p> <p>Historical Enquiry To understand that knowledge of the past is constructed from a range of sources</p> <p>Historical concepts To compare two sources of the same event/information (first-hand accounts, newspaper reports)</p> <p>To explain why there might be different versions of the same event</p> | <p>- that people can interpret events or people in history differently (Who really won the space race?)</p> <p>- To know that there might be more than one answer to a historical question</p> |
| | | <p>Vocabulary propaganda, super power, cold war, agencies, classified, perspective, interpretation, bias</p> | |
| | | <p>Unit Composite</p> <p>Historical concepts To know life and impact of a significant person</p> | |
| sum | Eco-Warriors | <p>chronological narrative</p> <p>To place Wangari Maathai key life events on a timeline</p> <p>To explain the legacy of Wangari Maathai</p> <p>Historical enquiry</p> <p>To use own research to answer historical questions</p> | <p>To know about significant people in history</p> <p>Wangari Maathai - she is significant because she was an important environmentalist and the first African woman to win a nobel prize - Why was Wangari the first woman to win the Nobel prize? - How may this link back to the Greek Elite system? - her legacy is The Green Belt Movement- people now plant trees to combat deforestation in Africa</p> |
| | | <p>Vocabulary environmentalist, green belt, deforestation, conservation, climate, legacy, human rights activists</p> | |





| Year group | term | topic | skills | knowledge |
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| | | | Unit Composite Historical concepts To know the causes of the world wars and how war impacted everyday life | |





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| Y6 | aut | The World at War | <p>Chronology To plot world history studied on a timeline</p> <p>Historical enquiry To evaluate the reliability of certain sources (propaganda, first-hand accounts)</p> <p>Historical enquiry To ask historical questions to help plan my own investigation</p> <p>To take part in first-hand research in my local area based on own questions (arrange and take chn to local area for interviews)</p> <p>To present my findings using different sources of information, drawing conclusions on particular events or significant people</p> <p>Chronology To plot world history studied on a timeline</p> <p>Chronological narrative To organise historical information within a chronological framework (show events happening in order of occurrence e.g timeline in date order)</p> <p>Historical concepts To describe cause and effect of key national and international events for groups of people in time studied (how life changed for children, women and soldiers)</p> | <p>To know WWI</p> <ul style="list-style-type: none"> - the key events that led to WWI and the countries involved (Allies and Central Powers) how the first World War changed the roles of women in work -what life was like for soldiers fighting abroad during wartime by studying different accounts -the forgotten heroes of the wars (commonwealth soldiers); soldiers from different ethnic and religious backgrounds After learning about both WWI and WWII - to understand the impact and legacy of the wars. To know the changes in law, architecture, monuments, society's attitude to conflict - e.g remembrance <p>WWII</p> <ul style="list-style-type: none"> - the events that caused WWII and understand why Britain entered the war - to understand why the impact of WWI and WWII are relevant - what life was like for an evacuee in Britain - what the Blitz was and explain the impact of frequent bombing on people living in towns and cities (Blackout, Air Raid procedures) -the Home Front's role in helping to protect Britain during WWII: Home Guard, Dig for Victory campaign and rationing, Anderson shelters, women in work |
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| | | | | -how the second World War changed the roles of women in work |
| | | | Vocabulary evacuation, Evacuees, Blitz, artillery, international, allies, axis, conflict, surrender, armistice, trenches, centenary, Europe, forces, front line, commonwealth heroes | |
| spr | Rivers of Time | Unit Composite To compare the historical significance of The River Thames to the Nile during the Egyptian times | | |
| | | Chronology To plot world history studied on a timeline | NB: This will be more than one lesson To know -to know where Ancient Egyptians are placed on a world history timeline - the importance of the Nile during the Egyptian times (settlement, trade, distribution of resources) - the importance of the Thames through history (settlement, trade, distribution of resources) | |
| | | Historical concepts To compare the historical significance of The River Thames to the Nile during the Egyptian times (settlement, trade, distribution of resources) | | |
| | | Vocabulary settlement, trade, distribution of resources, Nile, Pharaoh | | |
| sum | Who am I? | Unit Composite To describe the impact of the migration of people to Britain after WWII (Windrush) | | |
| | | Historical concepts To explain why people/societies past and present might hold different views about the same event - using a variety of research to support conclusions (racism, Empire) | To know <ul style="list-style-type: none"> - To know what migration is - To know that people migrated from the Caribbean to help Britain recover after World War II - To know about the challenges and opportunities people who migrated to Britain faced (work, racism, homes) - To know what impact the migrants made on Britain - To know about the Windrush Scandal 2018 | |





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| | | | <p>Historical enquiry</p> <p>To ask historical questions to help plan my own investigation (family tree - interviewing family members)</p> <p>To take part in first-hand research based on own questions</p> <p>To present my findings using different sources of information, drawing conclusions on particular events or significant people</p> | <p>- To know my own family history</p> |
| | | | <p>Vocabulary</p> <p>migration, generation, society, racism, immigration, immigrant, empire, Windrush</p> | |

