



	Autumn	Spring	Summer
<b>EYFS</b>	<p>In the Early Years, learning opportunities are present in history throughout the year. Rather than strictly taking place in sequential units, learning about the world and its people happens on a regular basis in class and in free play. Here are some of the Learning goals covered at this point:</p>		
	<p><b>People and Communities</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>The World</b></p> <p>Children will read stories and take part in activities, which look at interesting places in the world and places special to them. Children will think about aspects of their familiar world such as the place where they live or the natural world and how they might change over time.</p>	<p><b>Our World</b></p> <p>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. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
	<p>Through continuous and enhanced provision, children in both Nursery and Reception will:</p> <p><b>CL</b> – Read and talk about stories from the past, and non-fiction texts. Learn new vocabulary and use throughout the day.</p> <p><b>PSED</b> – Learn how to understand their own feelings and those of others.</p> <p><b>PD</b> – Create and play games to develop both gross and fine motor skills. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts, and the practice of using small tools.</p> <p><b>L</b> – Daily discussions about the world in which they live.</p> <p><b>KUW</b> – Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of 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.</p> <p><b>EAD</b> – Discussions to develop their artistic and cultural awareness.</p>		

## YEAR 1

### A Child through Time

Children will learn how there are different types of 'long ago'. We will look at the lives of children in different places and different times. We will explore children in early civilisations in India, in Sparta in Ancient Greece, a young girl living in Timbuktu in the 15<sup>th</sup> century and a Tudor child born into royalty. We will compare and contrast the lives of these children with our own lives in modern Britain.

### Castles and Knights

Children will learn all about the world of castles and knights. They will build on their previous learning about a child born into power during the Tudor era. We will explore who built castles and who they were used. We will look at some famous examples from across history and who used them. Finally, we will look at the different parts of these ancient buildings and wonder what it was like to live and work in such a place!

### Great Fire of London

Children will learn about the significant differences between present day London and London in 1666. They will begin to understand the features of the Great fire of London, how it started and why it spread so quickly. We will learn about Samuel Pepys and the importance of diary for historians.

#### Skills taught across the Year 1:

- Develop an awareness of the past, using common words and phrases relating to passing time.
- Know and understand where the history of people and events fit in with a chronological timeline, from earliest time to present day.
- Use a wide range of vocabulary for everyday historical term.
- Identify and compare similarities and differences between ways of life in different periods.
- Answer questions using evidence, to show they understand key features of events.
- Understand how certain people's lives and stories are significant to our nation.

## YEAR 2

### The Stone Age

Children will learn about life in the Stone Age. We will look at how people travelled from place to place to find food and represented their experiences in cave paintings. We will learn about buildings and early settlements in the stone age, look at the marvel of Stone Henge, and explore possible thinking behind how it was used.

### The Neolithic Age

Children will learn about the great advancement of farming. We will look at how people began to use farming tools like ploughs and domesticated animals to work on the fields. We will learn about life in Skara Brae and how Neolithic people might have cared for their families in life and even after their death.

### The Shang Dynasty

In this unit of learning, we will be looking at the world of early civilisations in Asia. Children will learn about the culture of the early Asian civilisation: the Shang Dynasty

Building on their learning from Year 1 when they learnt about children from different time periods, we will revisit a time when the Shang civilisation was dominant across central Eastern China and learn about the art and culture of the time.

### Great Victorians

This term, we will learn about significant people from the Victorian Age. We will learn about scientific and technological leaps forward and special inventors from the time. We will explore the lives of rich and poor and look at how children were educated in the Victorian era.

We will look at the impact some significant individuals had in the Victorian age. These include:

- Queen Victoria
- Isambard Brunel
- Florence Nightingale
- Alexander Graham Bell
- Mary Seacole

#### Skills taught across the Year 2:

- Develop an awareness of the past, using common words and phrases relating to passing time.
- Know and understand where the history of people and events fit in with a chronological timeline.
- Identify similarities and differences between ways of life in different periods.
- Use a wide range of vocabulary for everyday historical term.
- Answer and ask questions using sources, to show they understand key features of events.

- Understand some ways in which we find out about the past, identifying different ways these are represented.

**Ancient Egypt**

We will start our unit by learning about the discovery of the tomb of Tutankhamun by Howard Carter. We will learn about the wonderful things he saw in the Pharaoh’s tomb. We will look at how Egypt was united under a pharaoh and how the Egyptian society developed including building pyramids and burying their dead. We will learn about the Egyptian gods such as Amun, Osiris and Ma’at.

**Cradles of Civilisations**

Building on our learning from the Stone Age and Ancient Egypt, we will look at life in the fertile crescent and the ancient civilisation of Sumer. We will learn how farming and building technology allowed a great civilisation to take shape. We will also learn about similarities between Sumer and other cradles of civilisation.

**The Indus Valley**

From Sumer and Egypt, we cross the continent of Asia to focus on the mysterious civilisations of the Indus Valley. We will explore the great cities of Mohenjo-Daro and Harappa and look at the archaeological evidence of these ancient places to give us ideas about how these people of the Indus valley lived. We will look at the existing mysteries of the Indus Valley and explore what we know and what we do not about this amazing civilisation.

**Persia and Greece**

We begin our learning about ancient Persia by exploring the burgeoning kingdom of Cyrus the Great. We will look at how the kingdom of Persia expanded to include kingdoms like Babylon and Medes. We will learn about the king of kings, Darius and how he controlled his many kingdoms. From there we will learn about the places Darius wanted to conquer next: the many city-states of ancient Greece. We will learn about life in Greece, their stories and culture and learn about the Persian-Greco wars which culminate in victory for Greece in the battle of Salamis!

**Ancient Greece**

Building on our learning from the past half term, we will delve deeper into the world of Ancient Greece. We will compare life in Athens to Sparta and look at the Peloponnesian wars between the two great city-states. We will also explore the religious beliefs, the art and theatre of the time and look at the birth of philosophy with Socrates, Plato and Aristotle – who ended up teaching a young man called Alexander from Macedon.

**Alexander the Great**

Our final half term looking at the world of Ancient Greece and Persia culminates with a look at the life and achievements of Alexander the Great. We will chart the growing tensions within Greece and the formation of the League of Corinth. We will look at famous victories of Alexander as he makes his way through Persia, including defeating the vicious chariots of Darius at the battle of Gaugamela. We will end our unit looking at the legacy of Alexander the great Egyptian city of Alexandria.

**Skills taught across Year 3:**

- To continue to develop chronologically secure knowledge and understanding of world history
- To establish clear narratives across periods of study.
- Note connections, contrasts and trends over ancient civilisations.
- Develop a rich breadth of appropriate historical terms.
- Regularly address historically valid questions about change, cause, similarity and significance.
- Construct informed responses of relevant historical information.
- Understand how our knowledge from the past is constructed from a range of sources.

**The Roman Republic**

In the first unit of learning about Ancient Rome, we will look at how Rome began and learn about some of the first 7 Kings of Rome. We will learn about the formation of the senate and the role Brutus played in overthrowing Tarquin, the last king of Rome. We will also learn about the Punic Wars and discover how Hannibal attacked Rome and Scipio, the roman general came to the rescue.

**The Roman Empire**

Building on from our learning about the Roman Republic, we look at how Rome expands over time. We will learn about provinces of Rome and how powerful Roman leaders became hungry for more control. We will learn about Julius Caesar, Augustus and Claudius – the emperor who finally conquered Britain. We will learn about the diversity of the empire and look at battles with the province of Judea.

**Roman Britain**

Children will learn about life in Britain during Roman rule and how the Empire faced rebellions. We will learn about the thwarted struggles of Caratacus and the razing of Colchester and London by the Icenic leader, Boudicca. We will look at how Roman towns were built and organised and learn about the holy waters of Bath. Finally we will spend time looking at Hadrian’s wall and how historians have discovered evidence of inhabitants from Africa living and working in Britain thousands of years ago.

**Three Empires of Christianity**

Following on from our learning about the Roman Empire, we will learn how three mighty empires were linked by religion. We will start by learning about the split of Rome into two empires: The Roman empire in the west and the Byzantine empire in the East. We will look at how Christianity spread through these places and onto the amazing Aksumite empire in what is now Ethiopia. We will learn how Christianity affected the rich culture and traditions of this amazing civilisation.

**Ancient Arabia**

In this unit, we will look at ancient Bedouin culture and learn about trade and life in the desert. We will look at the development of the silk roads and the place of the Middle East in world trade. For the main part of our session we will learn about the prophet Mohammad, his life in Makkah, the rise of Islam and the reactions of powerful pagan tribes to the growing influence of Islamic beliefs.

**Cordoba – A city of light**

Children will learn about the rise of Islam across the ancient world. We will look at the great city of Cordoba (drawing on geography on trade, climate, and locational knowledge). We will focus on the glories of Islamic achievement in art, architecture, learning and science in the city. Children will learn how Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects and built a culture of learning together.

We will finish our learning by looking at the great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.

**Skills taught across Year 4:**

- To continue to develop chronologically secure knowledge and understanding of British and world history.
- To establish clear narratives across periods of study.
- Note connections, contrasts and trends over time.
- Develop a rich breadth of appropriate historical terms.
- Gain and deploy a historically grounded understanding of abstract terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and significance.
- Construct informed responses of relevant historical information.
- Understand how our knowledge from the past is constructed from a range of sources.

**Baghdad**

We will explore the great vision of the Caliph Al Mansur and his desire to build one of the world’s most amazing cities – Baghdad. We will look at how the city was designed and constructed according to exact plans. We will explore the rich culture of learning and art that grew up around this ancient wonder of the world!

**Angles and Saxons**

In this unit of learning, we will look at the arrivals of Angles and Saxons onto the shores of Britain. We will learn what caused this migration and explore the tensions it led to throughout the country. We will also learn about the arrival of Christianity in Britain and the role of Pope Gregory in bringing it to Britain. We will look at the wonderful archaeological discovery of Sutton Hoo and explore how archaeologists learn about the ancient world.

**The Lady of Mercia and Vikings in Britain**

This half term, we will learn how Vikings from Scandinavia migrated to Britain. We will explore the life of King Alfred and the kingdom of Wessex. We will also spend time looking at the life and achievements of Aethelfaed, Alfred the Great’s daughter and a formidable leader in her own right.

**Norse Culture**

Building on our learning from the past half term, we will delve deeper into the world of early Britain. We will explore the religious beliefs, the art and culture of the time, and look at the comparisons of Monotheism and Polytheism present in early Britain through Christianity and the varied figures of traditional Norse belief

**Britain’s Viking Age 2**

We will follow the story of Aethelfaed and look at how Vikings experienced the dramatic battles of Tettenhall and Chester. We will explore how history was recorded in those times through chronicles but also why Aethelflaed might have been left out of some historical documents. We will also review how the Viking age left its mark on Birtina and the changes and consequences of such substantial migration and cultural change.

**Our Local History**

In this unit, children will be taking part in a longer project looking at the history of our city, London. We will be choosing themes to explore and building on our prior learning to research shifts and significant people from our area.

**Skills taught across Year 5:**

- To continue to develop chronologically secure knowledge and understanding of British and world history.
- To understand complexity of people’s lives, the process of change, the diversities of societies and relationships between different groups.
- Use historical concepts such as continuity and change and cause and consequence to make connections, draw contrasts and analyse trends.
- inspire curiosity to know more about the past.
- Develop and deepen a rich breadth of appropriate historical terms.
- Regularly address and devise historically valid questions about change, cause, similarity and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge from the past is constructed from a range of sources.

**The Maya**

In our first unit of learning in Year 6, we will be exploring the early Mayan civilisation in depth. We will begin by looking at the ruling dynasty of Yaxchilan and the blood-letting rituals of their rulers! We will also examine the unique culture of the Maya and the role of chocolate and maths in the development of their civilisation.

**Life in Two African kingdoms**

This half-term’s unit will focus on (i) material culture, society and technology in the kingdom of Benin and (ii) a second, East African kingdom, contemporary to Benin, which builds on pupils’ earlier knowledge of East African worlds gained in Years 3 and 4, especially the Year 4 work on the empire of Aksum.

**London through Time**

Throughout this longer unit, we will be exploring the development of London. Building from the Viking age learning in London, we will look at significant changes to life and rule in the Capital.

We will be exploring London’s prominence as a trading port and a home to significant migration and wealth through the Tudor age and 17<sup>th</sup> and 18<sup>th</sup> century.

We will also be examining London’s involvement with the migration of Jewish people and reflect on how Jewish people were treated during this time. We will begin to understand, the intensity of certain illness, such as the Bubonic Plague and how it shaped Britain and the role of migration.

**World War Two**

In this extended unit of learning, we will explore World War Two. We will begin by looking at the causes of the war and the political and social instability in Germany during the 1930’s. From there we will explore how Allied nations declared war on Germany and how that affected life in Britain. Each week will focus on a major event from the time and children will learn about evacuations, Dunkirk, The Battle of Britain, Pearl Harbour, D Day landings and VE day.

Part of our learning will also focus on Jewish persecution in Germany and using resources from the Holocaust Educational Trust we will learn about Jewish life in Germany before the rise of Nazism, Kristallnacht and the role of the Kinder transport.

**Skills taught across Year 6:**

- To continue to gain historical perspective by placing their growing chronologically secure knowledge into different concepts.
- Understanding the connections between local, regional, national and international history.
- To understand complexity of people’s lives, the process of change, the diversities of societies and relationships between different groups.
- Note connections, contrasts and trends over time and inspire curiosity to know more about the past.
- Develop and deepen a rich breadth of appropriate historical terms.
- Ask perspective historically valid questions about change, cause, similarity and significance.
- Understand how evidence is used rigorously to make historical claim.
- Construct informed responses that involve critical thinking, weighing evidence, sifting arguments and developing perspective and judgement of relevant historical information.