

Stamford Green Primary School and Nursery



History Compendium

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

What is the vision for History at Stamford Green?

It is our vision that our children:

- Become interested in the past by developing a detailed, coherent understanding of a range of different periods from British history, including events from the local area, and the wider world
- Develop an understanding of chronology and know how different period of time in history are related
- Show an understanding of historical concepts such as monarchy, empire, civilisations, making connections with different periods of time
- Behave like a historian, using historical enquiry to stimulate curiosity, analyse sources of evidence and draw conclusions about events of the past
- Speak like a historian, developing a wide vocabulary to discuss the past

Our History curriculum is brought to life by our seven commitments:

HAPPINESS

Through our history curriculum, we want our children to develop a lifelong passion for history and our local stories. Our history lessons will be interesting and enjoyable for children, encouraging them to see themselves as historians. We will endeavour to make memorable learning experiences for the children, allowing them to engage further with the subject. Our history curriculum allows our children to have a good understanding of who we are and know about the achievements and experiences of our ancestors.

INSPIRING

We will inspire the children through our engaging and exciting curriculum. The children will feel inspired by learning about a range of different people from the past and by knowing about the experiences from different periods of time. Our children will be inspired by knowing that their lives and rights have been affected by the actions of people in the past e.g. knowing about the difference that the suffragettes made for the vote for women. In turn, children will understand how their actions will affect future generations.

LEARNING

Our approach to learning history is for children to have a well-rounded view about a range of time periods and will know that history is not just about learning facts about the past. They will learn and develop their historical skills, which will be weaved throughout lessons, rather than learning in isolation. We will embrace the use of texts to enhance understanding of different time periods and places around the world. Using stories enables the children to visualise and imagine what life was like for different individuals.

TOGETHERNESS

Our history curriculum will allow children to feel part of their own history. Their deepening knowledge of British history will ensure that they understand about the people and communities that lived before them and their influence on life as it is today. Children will understand different groups in society and the contributions they have made.

VALUES

Throughout our history curriculum are key historical concepts, which link to British Values, such as democracy, rule of law and tolerance which contribute to the children showing an understanding of how we should live as citizens. In addition, our twenty two school values will

also be evident and in action. Children will learn empathy as they learn about historical events from the perspective of others and will be respectful on the past. In addition, children will learn how values have changed over time and how they have shaped society today.

AMBITION

We are ambitious for the children so that they see themselves possessing the skills and being equipped to be historians. Children will ask questions, look at facts and deduce conclusions about the past. Children will understand what can be achieved by learning from people in the past. In addition, we are ambitious for staff too and ensure that our Subject Leader finds opportunities for teachers' continuing professional development. We are ambitious with ensuring that children understand the concept of chronology and know where their learning fits in with other time periods in their previous learning.

ACHIEVEMENT

We are aspirational for all children to leave Stamford Green to an accomplished standard in history, knowing and utilising a range of skills and drawing on a vast knowledge about the past. We ensure that their knowledge of historical vocabulary is prioritised to enable the children to speak like a historian and understand concepts such as conflict, democracy and empire.

Aims for National Curriculum

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically-grounded understanding of abstract terms such as empire, civilisation, parliament and peasantry
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

By the end of Year 6 at Stamford Green, our children will...

Behaviours	Through the skills that the children have learnt and developed during their time at Stamford Green, the children will behave like historians. They will ask questions and be curious about the past. They will demonstrate passion about our local stories and will allow their love of history to foster traits such as empathy and open mindedness in everyday life. The children will also consider how our behaviour might be judged in the future.
Attitudes	The children will understand and appreciate the contributions made by all levels of society in the past. In addition, they will also understand and appreciate the contributions that other civilisations have made. They will see

	British and world problems through the prism of history to gain insight and perspective.
Skills	Our curriculum enables the children to build on their historical enquiry skills. They will identify which sources of evidence would be useful to solve a problem or question. They will know and understand how sources might be biased, and what implications this might have. The children will understand how historians approach questions and are able to emulate this themselves.
Knowledge	Our well planned curriculum allows the children to identify and discuss events that have been a turning point in world and British history. The children will know about the significant of our local history and will demonstrate an understanding of the concept of chronology. They will draw on their knowledge of other national curriculum subjects to understand how other subjects support history e.g. how did the geography of Britain influence Hitler's invasion plans? The children will know about contrasting significant individuals who have made a difference to life in Britain.
Experiences	The children will have experienced a number of special curriculum days, as part of our Opportunities and Thrive Experiences such as WWII Evacuee Day and Roman Day to enable them to have a greater understanding of what life was like during that period of time. The children will have enjoyed oral history from a range of experts and volunteers, to deepen their knowledge further. In addition, children will have participated in a range of high-quality educational visits to significant historical places to enhance their understanding and knowledge.
Technology	Technology will be used to support teaching and learning of history. Children will know about and be aware of quality online sources of historical knowledge e.g. census information, historical maps and commonwealth war graves information. They will also be aware of the limitations at looking at historical information in terms of accuracy.
Sustained	Our curriculum and approach to teaching history will help to foster an interest and love for the subject and children will be keen to develop this further at secondary school. They will understand that our local stories won't survive if we don't learn about them and retell them. The children will know how to find out more about historical interests.

British Values and Spiritual, Moral, Social and Cultural Learning in History

British Values: By looking at significant events and people in British history, children develop and understanding of how they influenced and shaped the country that we live in today. Children are taught to respect and value diversity in our society, showing respect for other's viewpoints and opinions.

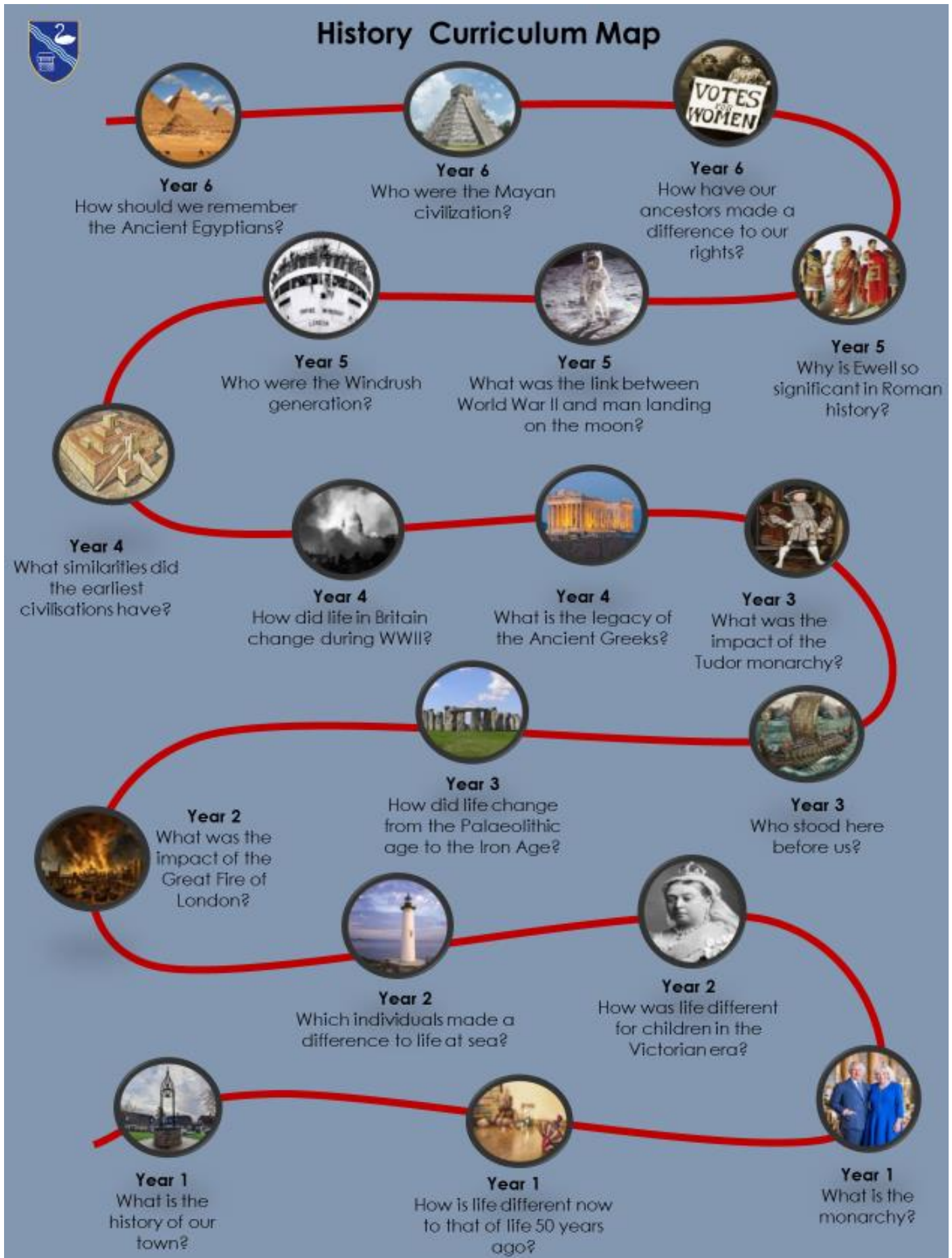
Social: Children think about what past key events and people have contributed to today's society. They will examine how other cultures have had a major impact on the development of British culture. Children are encouraged to develop their historical enquiry skills by working as a team and problem solving.

Moral: History inspires children to reflect on consequences, confidently express views, make rational judgements therefore becoming more willing to review and alter their views and values about events and ideas. Children are encouraged to discuss and create their own opinions around key events, using historical evidence to support this. Children are encouraged to be considerate of others' opinions when looking at the actions and decisions of past events.

Spiritual: The study of History involves a sense of curiosity and the mystery of how and why events in the past happened. It also raises questions as to what could have happened if events resulted in different outcomes. History enables children to ask questions about life, make connections and develop a set of values, beliefs and principles reflecting on their own lives and how they have been affected by significant historical events, people and places.

Cultural: Children will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Children develop a better understanding of our multicultural society through studying links between local, British, European and world History.

Long Term Plan



Historical Concepts throughout our Curriculum

Ancestor	A member of your family who lived a long time ago
Rules and Law	Guidelines that state how people must behave in society, with punishments often following if they do not obey
Empire	A group of countries ruled by a single person, government, or country
Monarchy	A type of government where a King, Queen, Emperor, Pharaoh or Sultan is in charge. The Monarch is usually born into a royal family and becomes a ruler when the previous monarch passes away or abdicates the throne
Cultural Change	The way that people's lives, thoughts and activities in a society change over time
Democracy	A system of government where people have the freedom to express their opinions, share their ideas, and participate in making decisions that affect the country
Settlements	Places where people live, created when people decide to come together and build homes, schools, shops and other buildings in a particular area
Invasion	An act or instance of invading or entering as an enemy, especially by an army

Where do these concepts fit in across the curriculum?









Year 1	What is the history of our town?	Ancestor Cultural Change Settlements
	How is life different now to that of fifty years ago?	Ancestor Rules and Law Monarchy Cultural Change Settlements
	What is the monarchy?	Ancestor Rules and Law Empire Monarchy Cultural Change
Year 2	How was life different for children in the Victorian era?	Empire Monarchy Cultural Change Settlements
	Which individuals made a difference?	Cultural Change
	What was the impact of The Fire of London on Britain?	Rules and Law Monarchy Cultural Change Settlements
Year 3	How did life change from the Palaeolithic era to the end of the Iron Age?	Ancestor Cultural Change Settlements
	Who stood here before us?	Ancestor Rules and Law Monarchy Cultural Change Settlements Invasion
	What was the impact of the Tudor monarchy?	Ancestor Rules and Law Empire Monarchy Cultural Change Settlements
Year 4	What is the legacy of the Ancient Greeks?	Rules and Law Empire Cultural Change Democracy Settlements Invasion
	How did life in Britain change during World War Two?	Rules and Law Empire Monarchy Cultural Change Settlements Invasion
	What similarities did the Earliest Civilisations have?	Empire Cultural Change Settlements

Year 5	Who were the Windrush Generation?	Ancestor Empire Monarchy Cultural Change Settlements
	What was the link between World War II and man landing on the moon?	Empire Cultural Change
	Why is Ewell so significant in Roman history?	Empire Monarchy Cultural Change Settlements Invasion
Year 6	How have our ancestors made a difference to our human rights?	Ancestor Rules and Law Cultural Change Democracy
	Who were the Mayan Civilisation?	Empire Cultural Change Settlements
	How should we remember the Ancient Egyptians?	Empire Monarchy Cultural Change Settlements

Curriculum Compendium Key

Red text	Comparisons between significant individuals
Blue text	Local history links

Stamford Green's History Concepts

	Ancestor	A member of your family who lived a long time ago
	Rules and Law	Guidelines that say how people must behave in society, with punishments often following if they do not obey
	Empire	A group of countries ruled by a single person, government, or country
	Monarchy	A type of government where a King, Queen, Emperor, Pharaoh or Sultan is in charge. The Monarch is usually born into a royal family and becomes a ruler when the previous monarch dies or gives up the throne
	Cultural Change	The way that people's lives, thoughts and activities in a society change over time
	Democracy	A system of government where people have the freedom to express their opinions, share their ideas, and join in making decisions that affect the country
	Settlements	Places where people live, created when people decide to come together and build homes, schools, shops and other buildings in a particular area
	Invasion	One country's army taking over a city or piece of land in another country

Long Term Plan: Early Years Foundation Stage

Milestones – By the end of the EYFS, children will demonstrate...

- I can talk about the past
- I can talk about similarities and differences of recent familiar situations and the past
- I can talk about the similarities and differences of familiar objects from the past
- I can begin to use vocabulary to talk about past events that have happened to my family

According to the Statutory Framework for the EYFS, children in Nursery and Reception should be taught to:

- Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society.
- Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The new vocabulary the EYFS children will use will include:

	Tier 1	Tier 2	Tier 3
Personal experiences	family	past, now, long time ago	experiences
Explore and respond		different, same	differences, similarities
Developing understanding		life-story	history

In Nursery, the skills the children will be taught:

Learning Focus	Progression of skills
Personal Experiences	<ul style="list-style-type: none"> • Make connections between their own and other families
Explore and Respond	<ul style="list-style-type: none"> • Ask questions and show curiosity
Developing Understanding	<ul style="list-style-type: none"> • Make sense of their own life-story and family history

In Reception, the skills the children will be taught:

Learning Focus	Progression of skills
The World of Stamford Green	<ul style="list-style-type: none"> • Talk about their family life and experiences
How the World Works	<ul style="list-style-type: none"> • Look at familiar situations in the past (e.g. school, homes etc.) and talk about similarities and differences

Long Term Plan: Year 1

Milestones – By the end of Year 1, children will demonstrate...

- I will be able to give a range of reasons why Epsom's history has made it famous
- I will be able to identify a range of ways in which life has changed over the past fifty years
- I will know what is meant by 'monarchy' and will be able to compare and contrast two monarchs
- I can recount changes from my own past
- I can place events and artefacts in order on a timeline

According to the National Curriculum, children should be taught:

- 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
- 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
- Significant historical events, people, and places in their own locality

The new vocabulary the Year 1 children will use will include:

	Tier 1	Tier 2	Tier 3
What is the history of our town?	past, similar, different, differences, child, parent, grandparent, similarities, change	present, generation, childhood, changed, buildings, landmarks, monument, local, ancient, timeline	
How is life different now to that of life 50 years ago?	old, new, family, same, different	modern, oldest, 20th century, 21st century, resemble, then, now	technology, internet, electricity, computer, medicine, transport, education, recycling
What is the monarchy?	king, queen, crown,	monarchy, monarch, ceremony, royal, throne	succession, heir

In Year 1, the knowledge the children will be taught:

Enquiry Question	Substantive Knowledge
What is the history of our town?	Significant historical events, people and places in their own locality: <ul style="list-style-type: none"> • Know the story of Epsom wells and Epsom salts • Understand what has happened to the well over time • Understand how we know about the events of the past
How is life different now to that of life 50 years ago?	Changes within living memory: <ul style="list-style-type: none"> • Discuss favourite toys and compare them with the past • Identify changes in technology and home life over time
What is the monarchy?	Lives of significant individuals: <ul style="list-style-type: none"> • Understand what is meant by 'Monarchy' • Able to identify and discuss the current monarch • Able to compare and contrast the lives of Queen Elizabeth II and Queen Victoria.

In Year 1, the historical skills the children will be taught to:

	Disciplinary Knowledge
What is the history of our town?	<ul style="list-style-type: none"> • Recount changes that have happened in their own lives • Describe memories of key events in their lives • Observe or interpret evidence to ask questions and find answers to questions about the past
How is life different now to that of life 50 years ago?	<ul style="list-style-type: none"> • Place events and artefacts in order on a timeline • Recount changes that have happened in their own lives • Describe memories of key events in their lives • Begin to describe similarities and differences in artefacts • Begin to identify different ways to represent the past • Sort artefacts into 'then' and 'now' • Ask and answer questions related to different sources and objects
What is the monarchy?	<ul style="list-style-type: none"> • Use a range of sources to find out characteristic features of the past events of time studied • Describe memories of key events in their lives • Begin to identify different ways to represent the past •

Long Term Plan: Year 2

Milestones – By the end of Year 2, children will demonstrate...

- I will be able to explain how lives in Victorian Britain would have been very different to our lives today
- I will know what the Fire of London was and why we still speak of it today
- I will be able to compare and contrast the lives and achievements of two individuals who made a difference to life at sea
- I can begin to sequence events
- I can begin to use dates when talking about the past

According to the National Curriculum, children should be taught:

- 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
- 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
- Significant historical events, people, and places in their own locality

The new vocabulary the Year 2 children will use will include:

The new vocabulary the Year 2 children will use will include:			
	Tier 1	Tier 2	Tier 3
How was life different for children in the Victorian era?	child, education, school, clothing	era, rich, poor, child labour, workhouse, factories, mines, education, social class, discipline, artefact	poverty, ragged school, privileges, orphanage, chalkboard, chimney sweep,
What was the impact of the Great Fire of London?	start, spread, fire, flames, smoke, houses, buildings	firefighter, timber, fan (flames), destroyed, baker, diary, escape, transport, fire brigade, possessions	
Which individuals made a difference to life at sea?	ship, dangerous	sailors, captain, crew, lighthouse, port, voyage, lifeboat, rescue, explore	exploration, Europe, Americas

In Year 2, the knowledge the children will be taught:

Enquiry Question	Substantive Knowledge
How was life different for children in the Victorian era?	<p>Significant historical events, people and places in their own locality:</p> <ul style="list-style-type: none"> • Understand the existence of ragged schools and the introduction of compulsory education • Understand that child labour was prevalent during the Victorian era, and many children had to work long hours in factories, mines, or as chimney sweeps • Identify the differences in healthcare and hygiene practices during the Victorian era, including the importance of cleanliness and the lack of modern medical advancements • Gain an understanding of Victorian values, such as discipline, respect for authority, and the expectations placed on children to be seen and not heard

What was the impact of the Great Fire of London?	<p>Changes beyond living memory:</p> <ul style="list-style-type: none"> • Understand how we know about the Great Fire of London • Find out how the Great Fire of London started and spread across London • Find out some of the ways in which we live now is different and similar to how people lived in 1666 • Know how London was rebuilt after the fire
Which individuals made a difference to life at sea?	<p>Lives of significant individuals:</p> <ul style="list-style-type: none"> • Know that Christopher Columbus was an Italian explorer who played a crucial role in connecting Europe with the Americas and expanded European exploration • Know that Grace Darling was a young lighthouse keeper's daughter who worked with her father to save nine people from a shipwreck off the coast of Northumberland, England • Compare and contrast the lives and achievements of two people who made a difference at sea – Ellen MacArthur and Grace Darling

In Year 2, the historical skills the children will be taught to:	
	Disciplinary Knowledge
How was life different for children in the Victorian era?	<ul style="list-style-type: none"> • Sequence events • Use dates where appropriate • Find out about people and events in other times • Study collections of artefacts and confidently describe similarities and differences • Identify different ways to represent the past e.g. timelines
What was the impact of the Great Fire of London?	<ul style="list-style-type: none"> • Sequence events • Sequence pictures from different historical periods • Use dates where appropriate • Find out about people and events in other times • Use a source to ask questions and find out answers • Discuss the usefulness of source
Which individuals made a difference to life at sea?	<ul style="list-style-type: none"> • Sequence events • Use dates where appropriate • Describe significant people from the past •

Long Term Plan: Year 3

Milestones – By the end of Year 3, children will demonstrate...

- I will understand how humans went from being hunter-gatherers to living in towns and cities
- I will be able to discuss who the Vikings were and be able to discuss what we can learn from their artefacts
- I will be able to discuss how the Tudor Monarchy changed the world
- I can use dates related to passing of time, including BC/AD
- I can identify and give reasons for different ways in which the past is represented

According to the National Curriculum, children should be taught:

- 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 civilisations
- Ancient Greece
- A non-European society that contrasts with British history

The new vocabulary the Year 3 children will use will include:

	Tier 1	Tier 2	Tier 3
How did life change from the Palaeolithic to the iron age?		prehistoric, age, tools, nomadic, hunter-gatherer, agriculture, settlement, shelter, Bronze Age, Iron Age, revolution, trade	Palaeolithic, Neolithic, Megaliths, sedentary
Who stood here before us?	battle	Anglo-Saxon, warriors, invade, invasion, settlement, kingdom, burial, long ship, trade, law, Vikings	migration
What was the impact of the Tudor monarchy?	monarch, king, queen, reign, war, royal, throne, invasion, church, religion	Tudor dynasty, Protestant, Catholic, courtiers, dissolution confiscate, exploration	Golden Age, monasteries, Reformation, Armada

In Year 3, the knowledge the children will be taught:

Enquiry Question	Substantive Knowledge
How did life change from the Palaeolithic to the iron age?	<p>Changes in Britain from Stone Age to Iron Age:</p> <ul style="list-style-type: none"> • Know that the Stone Age, a prehistoric period characterised by the use of stone tools, can be subdivided into three main periods: the Palaeolithic (Old Stone Age), the Mesolithic (Middle Stone Age), and the Neolithic (New Stone Age)

	<ul style="list-style-type: none"> • Understand that during the Neolithic period, people transitioned from being hunter-gatherers to practising agriculture, by domesticating plants and animals • Discuss how the development of tools and technology advanced during the Neolithic period • Know how settlements evolved and became more complex when people were able to stay in one place • Discuss the growth of trade networks during the Iron Age and how communities exchanged goods over long distances, leading to cultural exchange and economic growth
Who stood here before us?	<p>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:</p> <ul style="list-style-type: none"> • Understand what life was like in Anglo-Saxon Britain • Understand how and why the Vikings invaded Britain • Know how some kings dealt with Viking invaders • Understand how Vikings lived and worked • Know what happened during Viking invasions and know what Viking warriors looked like • Identify Viking artefacts and explain how we know about them • Know about Viking gods and what they represent
What was the impact of the Tudor monarchy?	<p>Aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> • Understand the impact of the War of the Roses • Know the Tudor dynasty began with Henry VII, who became king in 1485 after winning the Battle of Bosworth Field. • Know that Henry VIII is remembered for his six marriages • Know the reasons behind the establishment of the Church of England, which broke away from the Roman Catholic Church • Know that the reign of Elizabeth I is often considered a golden age for England, due to how she navigated religious tensions, defeated the Spanish Armada, and supported the arts and exploration • Know the Tudor period saw significant exploration and colonisation, with famous explorers such as Sir Francis Drake and Sir Walter Raleigh • Know the Tudor dynasty left a lasting impact on English history that has shaped the nation's identity

In Year 3, the historical skills the children will be taught to:

	Disciplinary Knowledge
How did life change from the Palaeolithic to the iron age?	<ul style="list-style-type: none"> • Place the time period studied on a timeline • Use dates related to the passing of time including BC/AD • Find out about everyday lives of people in time period studied • Compare time periods studied with life today • Describe the social, ethnic, cultural, or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences • Identify and give reasons for different ways in which the past is represented • Use a range of sources to find out information about a time period studied • Use a range of sources to find out about the past, understanding limitations • Select and record relevant information
Who stood here before us?	<ul style="list-style-type: none"> • Place the time period studied on a timeline • Describe the social, ethnic, cultural, or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences • Use a range of sources to find out information about a time period studied • Select and record relevant information •
What was the impact of the Tudor monarchy?	<ul style="list-style-type: none"> • Place the time period studied on a timeline • Compare time periods studied with life today • Identify reasons for and results of people's actions • Describe the social, ethnic, cultural, or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences • Distinguish between sources and evaluate their usefulness • Use a range of sources to find out information about a time period studied • Select and record relevant information

Long Term Plan: Year 4

Milestones – By the end of Year 4, children will demonstrate...

- I will be able to identify the achievements of the Greeks and be able to discuss how their ideas have changed the world
- I will know the causes and progression of the Second World War and be able to identify indirect consequences, such as changing the role of women in society
- I will be able to discuss the earliest civilisations and will be able to explain why they came about where and when they did
- I can begin to evaluate the usefulness of different sources
- I can make comparisons between different events in history

According to the National Curriculum, children should be taught:

- 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 civilisations
- Ancient Greece
- A non-European society that contrasts with British history

The new vocabulary the Year 4 children will use will include:

	Tier 1	Tier 2	Tier 3
What is the legacy of the Ancient Greeks?	battles, education	Ancient Greece, democracy, mythology, philosophy, technology, legacy	City-State, Athens, Sparta, Olympics, Acropolis, Agora, Hellenistic
How did life in Britain change during WWII?	war	allies, axis powers, evacuation, government, rationing, persecution, propaganda, conscription, fascism, resistance, appeasement	code-breaking, siren, air raid
What similarities did the earliest civilisations have?	era, dynasty, nomadic	civilisation, ancient, trade, Megalith, agricultural revolution, fertile, archaeology	City-State, Pharaoh, Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty

In Year 4, the knowledge the children will be taught:

Enquiry Question	Substantive Knowledge
What is the legacy of the Ancient Greeks?	<p>Significant historical events, people and places in their own locality:</p> <ul style="list-style-type: none"> • Understand how the geography of Greece influenced the Ancient Greek civilisation • Understand how the Olympics has changed over time • Explain how the political system worked in Ancient Greece and compare with other political systems • Find out about Gods and Goddesses • Compare different city states

	<ul style="list-style-type: none"> Understand the lasting impact of Ancient Greece on Western civilisation
How did life in Britain change during WWII?	<p>Aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> Know that war was declared after the invasion of Poland by Nazi Germany in 1939 after an unsuccessful policy of appeasement Identify reasons behind the evacuation of children from cities to rural areas and know how this affected the lives of children and families Know features of the Home Front experience, such as the use of air-raid shelters, rationing, recycling and the 'Make Do and Mend' mentality Understand key events of the war such as the Battle of Britain and The Blitz. Understand the legacy of World War II, such as changes in the role of women, the rebuilding of post-war Britain, and the importance of remembrance
What similarities did the earliest civilisations have?	<p>Overview of Early civilisations:</p> <ul style="list-style-type: none"> Understand that Ancient Sumer was located in Mesopotamia, in what is now modern-day Iraq and they were responsible for many inventions and innovations attributed to the Sumerians – which include the wheel, the plow, the sailboat, the concept of time and the development of a lunar calendar Children should understand that the Indus Valley civilization was located in the north western region of the Indian subcontinent, in what is now modern-day Pakistan and parts of India and know that the Indus Valley civilization cultivated crops such as wheat, barley, and cotton, as well as the use of irrigation systems to support agriculture Understand that Ancient Egypt was located in north eastern Africa, along the Nile River and appreciate the importance of the Nile for agriculture, transportation, and the overall development of the civilisation and made significant contributions to fields such as mathematics, astronomy, and engineering – such as the development of the calendar, the construction of the Great Sphinx and other monumental structures Understand that the Shang Dynasty existed in ancient China from approximately 1600 BCE to 1046 BCE and was centred in the Yellow River Valley, in what is now modern-day Henan province and that society was divided into different classes, with the king and royal family at the top, followed by aristocrats, artisans, and farmers Compare and contrast the different civilisations as detailed in the National Curriculum (Shang Dynasty, Ancient Egypt, Ancient Sumner, Indus Valley) and explain geographical similarities in where early civilisations arose

In Year 4, the historical skills the children will be taught to:	
	Disciplinary Knowledge
What is the legacy of the Ancient Greeks?	<ul style="list-style-type: none"> Place events from a time period on a timeline Use terminology related to the period of time and begin to date events

	<ul style="list-style-type: none"> • Make comparisons between different times in history e.g. how has democracy changed • Use evidence to build up a picture of a past event e.g. Olympic knowledge from pottery
How did life in Britain change during WWII?	<ul style="list-style-type: none"> • Place events from a time period on a timeline • Use terminology related to the period of time and begin to date events • Identify key features and events • Make links between events in time studied • Offer explanation for some events • Begin to evaluate the usefulness of different sources • Choose relevant evidence to present a picture of one aspect of life in a time period studied e.g. the Home Front • Understand that some sources can be biased but very useful
What similarities did the earliest civilisations have?	<ul style="list-style-type: none"> • Place events from a time period on a timeline • Use relevant terms and periods labels • Make comparisons between different times in history • Develop a broad understanding of ancient civilisations

Long Term Plan: Year 5

Milestones – By the end of Year 5, children will demonstrate...

- I will know who the Windrush Generation were and be able to identify the contributions they have made to Britain, as well as the negative experiences they have suffered.
- I will be able to identify reasons why humans progressed from flight to spaceflight in so little time
- I will understand why Ewell is significant in our understanding of the Romans, and know **how** historians have managed to find out as much as they have
- I can understand and offer reasons for different versions of events when looking at historical evidence
- I can compare early and late times within a period of a time studied

According to the National Curriculum, children should be taught:

- 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 civilisations
- Ancient Greece
- A non-European society that contrasts with British history

The new vocabulary the Year 5 children will use will include:

	Tier 1	Tier 2	Tier 3
Who were the Windrush generation?	generation, racism, identity, nationality,	empire, migration, culture, heritage, contribute, discriminate, integration	Commonwealth
What was the link between World War II and man landing on the moon?	change, airplane, pilot, astronaut, rocket	aviation, cosmonaut, lunar	Nasa, Apollo missions, Space Race, Sputnik, Cold War
Why is Ewell so significant in Roman history?	archaeology, technology	Roman Empire, Roman roads, influence, conquest, emperor, citizenship, slavery, decline	colosseum, Roman villas, Roman forts, gladiators, legions, Roman Senate

In Year 5, the knowledge the children will be taught:

Enquiry Question	Substantive Knowledge
Who were the Windrush generation?	<p>Aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> • Know that the British government encouraged people from the Caribbean colonies to immigrate to Britain in 1948 to help with labour shortages in Britain and that many people from the Caribbean chose to migrate to the UK - such as economic opportunities, a desire for a better life, and the influence of British colonial ties

	<ul style="list-style-type: none"> • Understand that the Windrush generation faced challenges and discrimination upon their arrival in the UK – such as racism, prejudice, and the struggle for acceptance and equal treatment • Understand the significant contributions made by the Windrush Generation to British society - such as contributions in healthcare, education, transportation, sports, music, and culture • Explore the influence of Caribbean food, music (such as reggae and calypso), literature, fashion, and language on British society.
What was the link between World War II and man landing on the moon?	<p>Aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> • Appreciate the impact of World War II on weapons and related technology – such as the V1 and V2 • Understand the contribution made by Wernher von Braun to both German weapons technology and the American moon landings • Recognise the link between the Cold War and the Space Race – with competition between the United States and the Soviet Union leading them to achieve ever more ambitious milestones, including the first satellite (Sputnik) and the first human in space (Yuri Gagarin) • Know about the historic Apollo 11 mission and key astronauts involved in the space exploration efforts • Understand the significance of Margaret Hamilton and why her role was unrecognised for decades
Why is Ewell so significant in Roman history?	<p>The Roman Empire and its impact on Britain/Local history study:</p> <ul style="list-style-type: none"> • Understand that the Roman Empire was a powerful civilisation that existed from 27 BCE to 476 CE and controlled vast territories including Britain and know about Emperor Claudius and his successful invasion of Britain in 43 CE in order to expand the empire and secure valuable resources • Understand the Roman influence on Britain – including the spread of Roman culture, language (Latin), and customs in Britain as well as the influence of Roman architecture, law, and administration. • Explain how Boudica led a rebellion against Roman rule and explore the reasons for the uprising and the eventual suppression by the Roman forces • Understand the reasons for the decline in the Roman Empire • Appreciate the significance of Ewell in Roman History – due to the Spring area and the need for Romans to water their horses during journeys

In Year 5, the historical skills the children will be taught to:

Disciplinary Knowledge	
Who were the Windrush generation?	<ul style="list-style-type: none"> • Place current time period study on a time line in relation to other studied • Know and sequence key events of time studied • Study different aspects of the lives of different people • Examine causes and results of great events and the impact on people • Use evidence to build up an understanding of a time period studied • Begin to identify primary and secondary sources of evidence

	<ul style="list-style-type: none"> • Understand that secondary sources of information can be just as valuable as primary • Understand that secondary sources of information can be just as valuable as primary
What was the link between the Second World War and man landing on the moon?	<ul style="list-style-type: none"> • Place current time period study on a time line in relation to other studied • Know and sequence key events of time studied • Relate current studies to previous studies • Study different aspects of the lives of different people • Examine causes and results of great events and the impact on people • Understand and offer reasons for different versions of events e.g. propaganda • Consider ways of checking accuracy of interpretations • Use evidence to build up an understanding of a time period studied • •
Why is Ewell so significant in Roman history?	<ul style="list-style-type: none"> • Place current time period study on a time line in relation to other studied • Know and sequence key events of time studied • Compare an aspect of life with another time period studied e.g. The Roman Empire with other empires • Use evidence to build up an understanding of a time period studied • Select relevant information to build an understanding of a time periods studied • •

Long Term Plan: Year 6

Milestones – By the end of Year 6, children will demonstrate...

- I will be able to discuss how events in Epsom and Runnymede shook the world and altered the course of history
- I will be able to outline ways in which we can learn about the Mayan civilisation
- I will be able to explain how the Rosetta Stone changed historians' understanding of the Ancient Egyptians
- I can link sources together to understand how historical conclusions are made
- I can identify periods of rapid change within a period of history

According to the National Curriculum, children should be taught:

- 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 civilisations
- Ancient Greece
- A non-European society that contrasts with British history

The new vocabulary the Year 6 children will use will include:

	Tier 1	Tier 2	Tier 3
How have our ancestors made a difference to our rights?	government, law, democracy, society, impact	suffragettes, suffrage, civil rights, protest, activist, civil disobedience, human rights, social justice, trailblazers, emancipation, abolitionist	Magna Carta
Who were the Mayan civilisation?	civilisation, agriculture, trade, calendar, decline	indigenous, hieroglyphs, rituals, astronomy, architecture, temples	Mayans, tikal
How should we remember the Ancient Egyptians?	empire, pyramid	Nile river, hieroglyphics, temples, papyrus, deities	Pharaoh, Rosetta Stone, amulets, mummification

In Year 6, the knowledge the children will be taught:

Enquiry Question	Substantive Knowledge
How have our ancestors made a difference to our rights?	A local history study: <ul style="list-style-type: none"> • Know the history of British parliament • Know about the suffragette movement • Understand the impact the suffragette movement made on women's rights and the significance of the 1913 Epsom Derby • Understand that other individuals around the world also fought for rights, such as Martin Luther King, Rosa Parks and that people continue to do so today
Who were the Mayan civilisation?	A non-European society that provides contrast with British history – Mayan Civilisation:

	<ul style="list-style-type: none"> • Know about the duration of the Maya civilisation including the key dates of cities being built • Locate the ancient Maya cities and understand how the geography of Central America would have impacted the Maya • Find out what we know about the Maya from the drawings of Frederick Catherwood and other evidence • Understand what was happening in Britain during this time period • Understand the legacy and achievements of the Maya civilisation
How should we remember the Ancient Egyptians?	<p>In depth study of Ancient Egypt:</p> <ul style="list-style-type: none"> • Know that the Ancient Egyptians emerged along the Nile River and that the Nile was of central importance to them, providing water for irrigation, transportation, and fertile land for farming. • Know the pyramids were built as tombs for pharaohs and were considered divine • Know that Egyptians worshipped multiple gods and goddesses and believed in the importance of mummification to preserve the body for the journey to the afterlife • Appreciate that ancient Egyptians made significant contributions to medical knowledge, built impressive irrigation systems, and made advancements in mathematics, including the use of fractions and that • Know that ancient Egyptians had a system of writing called hieroglyphics and understand the importance of the Rosetta Stone in helping to decode Egyptian hieroglyphics

In Year 6, the historical skills the children will be taught to:	
	Disciplinary Knowledge
How have our ancestors made a difference to our rights?	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Identify periods of rapid change in a period of history (using terms such as social, religious, political, technological and cultural) • Compare beliefs and behaviour studied with Victorian and Greek studies e.g. role of women • Explain a past event in terms of cause and effect and use evidence to support and illustrate opinion • Link sources together and understand how historical conclusions are made • Understand that different evidence will lead to different conclusions e.g. Did Emily Davison intend to martyr herself? • Interpret information from several sources to form a conclusion • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
Who were the Mayan civilisation?	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Link sources together and understand how historical conclusions are made • Explain how historians form conclusions
How should we remember the Ancient Egyptians?	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Identify periods of change in a period of history (using terms such as social, religious, political, technological and cultural)

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| | <ul style="list-style-type: none">• Compare beliefs and behaviour studied with other periods studied• Link sources together and understand how historical conclusions are made |
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