

# YEAR 1 HISTORY

Subject content	Objectives	Vocabulary	Theme/period/influential figure/possible visits.	NC Objectives
Toys	<b>Changes within living memory</b>	old, new, before I was born, after I was born, past, present, then, now, a long time ago, parents, grandparents, myself, sibling, same, different, approximately, current, chronology, during, era, handmade, now, often, old, plastic, then, usually, wood, timeline, technology, Victorians.	<u>Visit</u> Toy museum – Bethnal Green.	Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit events within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
	Sort toys between old and new, identifying similarities and differences between them. Bring in own toys, parents/carers toys and then grand-parents/carers toys, identify the similarities and differences. Put them in order from newest to oldest (chronological) Discuss how the materials from which toys are made have changed over time and why this is the case. Write a short description describing the toy. Discuss which toys grandparents have played with that they still play with today. Use words and phrases such as old, new, before I was born, after I was born, past, present, then, now, a long time ago. Compare toys with those from different areas around the world.			
Space and Exploration	<b>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. Significant historical events, people and places in their own locality.</b>	after, astronaut, before, evidence, famous, flight, gather, history, launch, mission, scientist, space, space race, tourist, travel, explorer, compare, same, different, ship, The Americas, Native Americans, unknown, voyage, landing, Space Station, navigate	<u>People</u> Marco Polo The Nino Brothers Juan Garrido Neil Armstrong Tim Peak Helen Sharman Guion Bluford Mae Jemison  <u>Visits</u> The Royal Observatory, The Space Dome, The Royal Navy College, Cutty Sark.	<u>Ongoing Skills</u> Chronology – Putting things on a timeline. Comparing similarities and differences. Asking and answering questions. Using different sources to explain their understanding.
	Place key events in the history of space travel on a timeline. Compare this timeline to the timeline of their family. Where do key events in their family's life cross over with key events in space travel? Choose two astronauts to compare. Where are they from? What were their achievements? What are their similarities and differences? Explain what caused the 1969 Moon Landing. Explain what effects the 1969 Moon Landing had on history. Use words such as before, after, past, present, then and now to describe the history of space travel. Compare one astronaut to an explorer from the past. Ask and answer questions based on their knowledge and interests.			

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<b>London</b>  <b>Great fire of...</b>	<b>Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.</b>  Compare London in 1666 to London in the present. Create a timeline of the events in the Great Fire of London. Use a range of sources, videos, photos, Samuel Pepys diary etc. to find out about the Great Fire of London. Understand how the fire spread so easily and quickly. Understand how the Great Fire of London impacted on how we live today – beginning of the fire service, materials used for building. Look at the effect of the Great Fire of London on historical London buildings and how many had to be rebuilt.	past, present, St Paul's Cathedral, timeline, 1666, landmarks, compare, capital city, plague, fire, eye witness, steeple, diary, parmesan, impact, architect, escape, migration, destruction, peasants, refugees, fire service	<u>People</u> Thomas Farriner, Samuel Pepys, Charles II  <u>Visits</u> Fire of London Visit with the Museum of London. Monument St Paul's Cathedral.	Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit events within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
<b>Victorian Empire</b>	<b>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.</b>  <b>Victorians</b> Identify where Victorians are on a timeline and relate this to the Fire of London and the Space race. Compare Victorian childhood to theirs – school, leisure, fashions, toys (making previous links) Compare aspects of life with different places across the world e.g. health and sanitation, Victorians behind and other places globally more advanced. <b>Compare the lives of significant individuals in the past.</b> Ask questions about the two individuals. Compare Mary Seacole/Queen Victoria's childhood with their own. What is the same/different? Use different sources to find out about the lifestyles of the individuals. Compare the lives of Mary Seacole/Queen Victoria with Florence Nightingale/Elizabeth I. How have the individuals impacted in the world we live in today?	a long time ago, recently, years, decades, centuries, battles, Belgium, cholera, Crimean war, escape, injured, Jamaica, London, nursing, remedy, treatment, herbal, shelter, training, wounded, soldiers, royalty, Queen, crown, throne, empire, Ragged School, peasantry, poverty, wealth, chimney sweeps, the Children's Act, toy vocab	<u>People</u> Mary Seacole Florence Nightingale Queen Victoria Elizabeth I Sarah Forbes Benetta (Omoba Aina) Jemmy Button Charles Darwin  <u>Visits</u> Victorian day in individual schools. Ragged School Tower of London	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.  <b>Ongoing Skills</b> Chronology – Putting things on a timeline. Comparing similarities and differences. Asking and answering questions. Using different sources to explain their understanding.

Key enquiry question	Objectives	Vocabulary	Theme/period/influential figure/possible visits.	NC Objectives
What do ancient civilisations have in common?	<p>What are the ancient civilisations?</p> <p>How long ago were they and can I put them on a timeline?</p> <p>Where did the first civilisations appear?</p> <p>How have modern lives been influenced by the first civilisations?</p> <p>What are the similarities and differences between Ancient Sumer, the Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China?</p> <p>What sort of place was Ancient Egypt and how do we know?</p> <p>What did Ancient Egypt society look like?</p> <p>Who did the Ancient Egyptians worship and why?</p>	<p>afterlife, ancient, archaeologist, architecture, artefacts, chronology, civilisation, continent, culture, hierarchy, hieroglyphics, irrigation, mummification, Nile, papyrus, pharaoh, preserve, pyramids, sarcophagus, tomb, trade</p>	<p><u>Visits</u></p> <p>British Museum</p> <p>Make your own history</p> <p>- Egyptian pyramid</p>	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>
Which era would you rather live in - Stone Age, Bronze Age or Iron Age and why?	<p>What was Britain like after the last Ice Age?</p> <p>How long ago was Stone Age?</p> <p>What was life in the Early Stone Age Britain like?</p> <p>How did life change in the Neolithic times?</p> <p>What impact did metal discovery have on people of the Bronze Age Britain?</p> <p>How did the life of the Bronze Age people differ to those in the Stone Age?</p> <p>What did the people of Bronze Age believe?</p> <p>How did life change in Iron Age Britain?</p> <p>How important were Iron Age inventions?</p>	<p>archaeologist, artefact, civilisation, discovery, era, extinct, farming, flint, gather, hearth, island, Mesolithic, migration, Neanderthal, Neolithic, nomad, Palaeolithic, remains, settler/settlement, barrow, bronze, Druids, hillfort, invasion, loom, rampart, sacrifice</p>	<p><u>Visits</u></p> <p>Chislehurst caves</p> <p>Make your own history</p> <p>- Iron Age roundhouse</p> <p>British Museum</p> <p>Museum of London</p> <p><u>Places</u></p> <p>Skara Brae</p> <p>Stonehenge</p> <p>Beaker people</p> <p>Cheddar Man</p>	

## YEAR 4 HISTORY

Key enquiry question	Objectives	Vocabulary	Theme/period/influential figure/possible visits.	NC Objectives
<p><b>How did the Romans change Britain?</b></p> <p><b>How dark were the Dark ages?</b></p> <p>(These two units should be taught together with one enquiry question)</p>	<p><b>Roman Britain</b>            Who were the Romans?            Where and when was the Roman Empire?            Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?            Did Claudius invade for the same reasons as Caesar?            Why and how did the Romans successfully invade Britain?            What was life like in Britain before the Romans came?            Who was Boudica?            How did different people represent Boudica?            In what ways was Roman Britain a diverse society?            How have our lives been influenced by the Romans?</p> <p><b>Settlement of Britain by Anglo-Saxons and Scots</b>            Who were the Anglo-Saxon invaders?            Why did the Anglo-Saxons want to settle in Britain?            Who were the Picts and Scots and where did they live?            How was Anglo-Saxon Britain ruled?            What was Anglo-Saxon culture like?            What is your worth? (wergild)            What was it like in an Anglo-Saxon village?            What did the Anglo-Saxons believe?            Why was Anglo-Saxon England worth fighting for?</p> <p><b>Anglo-Saxon and Viking struggle for the kingdom of England</b>            How shocking was the attack to Lindisfarne to the monks living there?            Were Vikings neighbours or enemies?            How 'great' was Alfred the Great?            What was life like for Vikings in Britain?            How and when did Britain become a unified country?            Why did the Battle of Hastings take place?</p>	<p>Angles, Anglo-Saxon, aqueduct, archaeologist, artefact, barbarian, bath house, century, Christianity, conquest, Danegeld, freeman, gladiator, gods, invasion, justice, Jutes, kingdom, law, longship, mosaic, migration, monk, pagan, Picts, raids, religion, runes, Saxons, Scots, settler/settlement, slave, soldier, source, Vikings, villa, colonialism</p>	<p><b>People</b>            Julius Caesar            Claudius            Boudicca            Alfred the Great            Athelstan            Edward the Confessor            N. African Roman soldiers            Beachy Head woman</p> <p><b>Places</b>            Caerwent, Canterbury            Iona            Lindisfarne            York/Jorvik            Danelaw            London/Londinium</p> <p><b>Visits</b>            Crofton Villa, Lullingstone            Museum of London Make your own history – Viking Longship/            Roman Siege Weapons</p>	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.            Note connections, contrasts and trends over time and develop the appropriate use of historical terms.            Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.            Construct informed responses that involve thoughtful selection and organisation of relevant historical information.            Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Ongoing Skills</b>            Ask perceptive questions and think critically.            Weigh evidence and sift arguments.            Develop perspective and judgement.            Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.            Understand the methods of historical enquiry.</p>

Key Enquiry question	Objectives	Vocabulary	Theme/period/influential figure/possible visits.	NC Objectives
How have the Ancient Greeks impacted on the Western World?	Who were the Ancient Greeks? How long ago were the Ancient Greeks? Where were the Ancient Greeks? How was Ancient Greece governed? Who would you rather be- an ancient Athenian or a Spartan? Should we be envious of the Ancient Greeks? What made Ancient Greek fighters so powerful? Was the battle of Marathon a great victory for the Ancient Greeks? Who did the Ancient Greeks worship and why? How smart were the Ancient Greeks? What do the sources tell us about the importance of the Olympic games to the Ancient Greeks?	acropolis, archaeologist, architecture, chronology, circa, citadel, civilisation, climate, continent, culture, deity, democracy, empire, fertile, invasion, merchant, military, mythology, philosophy, polis, polytheists, seafaring, society, trade, urban, warfare	<u>Places</u> Athens Sparta  <u>Visits</u> British Museum Horniman – some Ancient Greek artefacts	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
What happened to the kingdom of Benin and why should we care?	Can I formulate questions and opinions based on evidence? Can I locate the Kingdom of Benin and modern day Nigeria on a map? Can I place the Kingdom of Benin on a timeline? What sort of place was Benin 1,000 years ago and how do we know? When was Benin's Golden Age? What changes took place when the Europeans started trading? What did the trading partners gain from active trade? What happened to the Kingdom of Benin? Should the Benin Bronzes be returned to Nigeria?	archaeologist, architecture, chronology, circa, civilisation, climate, continent, country, culture, deities, demise, drought, economy, erosion, fertile, hierarchy, Indigenous, market town, merchant, plaza, polytheists, settlement, society, trade, trade route, village	<u>Visits</u> British Museum Horniman –some Mayan artefacts	Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.
What role did the Tudors play in the local area?	Was the local area the same in Tudor times as in modern times? Who were the Tudors? What did the Tudor society look like? Was the Tudor times all banquets and fun? How did ordinary Tudor people live? Why did Henry VIII break with Rome? How do we know what the local area was like during the Tudor times? How diverse was Tudor society?	alliance, allies, annulment, Catholic, circumnavigation, colony, court, divorce, empire, heir, hereditary, Indigenous, interpret, inventory, Lancaster, monastery, nobles, peasant, portrait, Protestant, superstition, trade, yeoman, York	<u>People</u> Tudor Monarchs Henry VIII's wives Cardinal Wolsey Sir Francis Drake Hans Holbein William Shakespeare John Blanke Jacques Francis <u>Visits</u> Greenwich Park, Hampton Court, Southwark Cathedral Golden Hinde, Eltham Palace	<u>Ongoing Skills</u> Ask perceptive questions and think critically. Weigh evidence and sift arguments. Develop perspective and judgement. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.



Subject content	Objectives	Vocabulary	Theme/period/influential figure/possible visits.	NC Objectives
<b>World War II</b>	<p>Identify WW2 on a timeline and compare this to prior history learning.</p> <p>Local history study (London).</p> <p>How did WW2 impact London (look at significant sites) and make comparisons of before/during/after/now?</p> <p>How was Hither Green affected during WW2?</p> <p>Look at different sources that tells us about life in Britain and London during WW2.</p> <p>Significant turning point in British history – WW2 including Battle of Britain.</p> <p>Read the transcript of Neville Chamberlain's speech – what information can you gather about why he declared war?</p> <p>Describe how Britain was able to stand firm against the Nazi bombing campaign.</p> <p>What were the causes and consequences of World War II on Britain?</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>How were the Nazis able to invade so many countries in such a short amount of time?</p> <p>Were all German people members of the Nazi party?</p> <p>What was life like for all groups of people living in Germany under the rule of the Nazi party?</p> <p>Locate each of the countries that Nazi Germany invaded – why was the UK so tricky to invade?</p> <p>Look at different sources that describe the same event (Pearl Harbour, D-Day). How does each source differ?</p> <p>What was the effect of events such as Pearl Harbour, D-Day landings and the atom bomb on WWII?</p> <p>Compare the invasions you have learnt about (Roman, Viking, and Nazi). What is simi-</p>	<p>Evacuation, rationing, air raid, Blitz, campaign, defend, evacuate, industrial, invade, allies, axis, allegiance, Nazi, Jew, occupation, military, Luftwaffe, Concentration Camp, Hitler, Royal Air Force, Home Guard, Home Front, VE Day, D-Day, Normandy landings, Treaty of Versailles, Hiroshima, Holocaust</p>	<p>- BM/BG/BL : Role of the school during war and how it has changed over time.</p> <p>-Houses in Hither Green</p> <p>-Greenwich (WW2 walk)</p> <p>-HMS Belfast</p> <p>-Chislehurst Caves</p> <p>-Imperial War Museum</p> <p>Indian Army, greatest ally</p> <p>King's African Rifles</p> <p>Alan Turing</p> <p>Codes developed by Navajos</p>	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>
<b>Meanwhile, elsewhere</b>	<p><b>A project-based theme</b></p> <p>Children to learn about how all the time periods that they have learnt about come together and how the values and beliefs that they have learnt about impact on life in a broader context.</p> <p>Learn about the history of borders and the creations of states and empires.</p> <p>Discuss and debate about the 'whitewashing' history. Examine the idea of privilege.</p> <p>Learning about The British Empire, Civil Rights, BLM and the Windrush generation.</p> <p>Discuss how portrayals of different ethnic groups, races, genders, sexualities, religious groups in media etc. shapes and impacts our own biases.</p> <p>Own project:</p> <p>Choose two significant times/places/people in history to compare and how Britain or the wider world has been influenced and shaped by them.</p> <p>Demonstrate their understanding of methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed demonstrate how Britain or the wider world has been influenced and shaped by them.</p> <p>Create own structured account of their research including written narratives and analyses.</p>	<p>Chronological, coherent, comparison, contrast, influence, analyse, civilisation, expansion, dissolution, empire, society, parliament, peasantry.</p>	<p>Any aspect of History curriculum they have learnt through Y1-6.</p> <p>Comparison of significant people or significant events/time periods.</p>	<p><u>Ongoing Skills</u></p> <p>Ask perceptive questions and think critically.</p> <p>Weigh evidence and sift arguments.</p> <p>Develop perspective and judgement.</p> <p>Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.</p> <p>Understand the methods of historical enquiry.</p>