



Our Lady of Lourdes Skills, Knowledge and Vocabulary Progression Map showing Interleaving – History

For Curriculum Topic Information; please see the relevant Yearly Plan in our Reading Curriculum.

Curriculum Intent

Live: Children will grow to understand how the living of their lives is linked with those of others that lived before and how they have the ability to ‘make history’ as well as learn about it.

Love: Children will grow to love the richness of our local, national and global history seeing the diverse links between themselves and all or our ancestors.

Learn: Children will learn about the key historical events that have shaped our culture and country and understand the links between the events and how these events were portrayed in art, literature and media.

Subject Aims and Rationale:

- 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 the 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 written 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 History – key stages 1 and 2
- 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.

Subject rationale: *(Consider how your subject rationale connects with the Curriculum rationale)*

At our school, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. History is brought to life, enabling children to explore like detectives and work like historians. By linking learning to a range of texts and topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain’s past as well as that of the wider world, and to be able to communicate historically. The history curriculum makes use of resources within the immediate and wider local area enabling children to develop an understanding of the rich history of their locality. Children are given the opportunity to study a variety of primary and secondary sources, make predictions, build their historical knowledge key history skills. ‘Big questions’ provide children with an enquiry-led approach to their learning, leading to them developing their own questions to investigate.

Our choices of historical content is enriched through appropriate texts where applicable and are informed by the national curriculum and are sensitive to children’s

interests, as well as the context of the local area. The history curriculum at Balfour is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans. The local area is also utilized allowing for vivid and memorable experiences within our own locality.

Threshold Concepts and Skills: *(What are the fundamental concepts and ideas that pupils must have grasped)*

- A concrete understanding of the chronology of the units studied (being able to explain the dates that the historical period covered and being able to order them chronologically).
- A good knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past and that of the wider world.
- The ability to think critically about history and communicate ideas confidently to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.
- A respect for historical evidence and the ability to make critical use of it to support their learning.
- A desire to embrace challenging activities, including opportunities to undertake research across a range of history topics.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

The Progression of Skills

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR R	<p>People Around Us, Everyone Making History</p> <p>Talk about significant events in their own experience</p> <p>Learn that they have similarities and differences and connect them to distinguish them from others.</p> <p>Laying the foundations for Chronology</p>	<p>Past and Present</p> <p>Continuation of skills continue from Autumn 1</p>	<p>People Around Us, Everyone Making History</p> <p>Talk about significant events in their own experience</p> <p>Learn that they have similarities and differences and connect them to distinguish them from others.</p> <p>Laying the foundations for lives of significant individuals in the past</p>	<p>Skills continue from Spring 1.</p> <p>Laying the foundations for changes within living memory</p>		<p>Pirates</p> <p>Talk about significant events in their own experience</p> <p>Learn that they have similarities and differences and connect them to distinguish them from others.</p>
YR 1	<p>Famous People and Big Events</p> <p>A pre teaching unit prior to Year 2, looking at key famous people who helped shape our world and famous events that they took part in.</p>	<p>Living Memory Heroes</p> <p>Who are the people we can remember within living memory who have shaped our lives?</p> <p>Changes within living memory</p>		<p>Mae Jemison and Neil Armstrong</p> <p>Who were these people? What did they do? How were their lives recorded? Why are they important? Events beyond living memory that are significant nationally/globally</p> <p>Lives of significant individuals in the past who have contributed to the national/ international achievements</p>	<p>Great Fire of London How did the Great Fire of London change London?</p> <p>Events beyond living memory that are significant nationally/globally</p>	

YR2				<p>Role Models and Life Changers</p> <p>Significant historical events, people and places in their own locality</p> <p>Lives of significant individuals in the past who have contributed to the national/ international achievements</p> <p>Events beyond living memory that are significant nationally/globally individuals in the past who have contributed to the national/ international achievements changes within living memory</p>	<p>Role Models and Life Changers</p> <p>Significant historical events, people and places in their own locality</p> <p>Lives of significant individuals in the past who have contributed to the national/ international achievements</p> <p>Events beyond living memory that are significant nationally/globally individuals in the past who have contributed to the national/ international achievements changes within living memory</p>	
YR3	<p>Impact of Stone Age to Bronze Age on Britain Hillforts</p> <p>How was society and community formed?</p>	<p>Impact of Stone Age to Bronze Age on Britain Hillforts</p> <p>How was society and community formed?</p>			<p>The Roman Empire and its impact on Britain</p> <p>What did the Romans do for me?</p>	
YR4	<p>Rottingdean and Brighton</p> <p>How did Rottingdean happen? What is Brighton's past?</p> <p>LOCAL STUDY An aspect of history that is significant in the locality</p>		<p><u>Overview of achievements of first civilizations & Depth study of</u> Ancient Egyptians</p> <p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p>			

YR5	<p>Anglo Saxons</p> <p>Britain's settlement by the Anglo Saxons – pre teaching of culture prior to reading Beowulf.</p> <p>(Raids and Invasions)</p> <p>An aspect or theme in British history that extends their knowledge beyond 1066</p> <p>Why was the Norman Conquest a turning point in history for England?</p>	<p>Vikings</p> <p>The struggle for the Kingdom of England – how should we remember the Vikings? Raiders, or settlers?</p> <p>(Raids and Invasions)</p>		<p>A study of Mayan Life.</p> <p>What was the impact of the Mayan culture on my life?</p> <p>How was Mayan culture different to mine?</p> <p>Contrasting a non-European society with British history.</p>		
YR6	<p>Life in Edwardian Britain – Shackleton and The Titanic</p> <p>Why is the Edwardian Era seen to be so important to the history of our locality, what were their characteristics – what can we learn from them?</p>	<p>Life in Edwardian Britain – Shackleton and The Titanic</p> <p>Why is the Edwardian Era seen to be so important to the history of our locality, what were their characteristics – what can we learn from them?</p>	<p>WW2</p> <p>-</p> <p>A significant turning point in British history.</p> <p>Battle of Britain</p> <p>Why did Britain go to war in 1939?</p>		<p>Ancient Greeks</p> <p>Contrasting an ancient civilization with current life.</p> <p>What impact did the Greeks have on how we live today?</p>	

Yearly Plans showing Progression of Knowledge and Vocabulary:

EYFS

<p>Autumn Term 1, Spring 1 and Spring 2 – History Makers</p> <p>In this unit the children will think about their own personal history to establish what change means. They will begin to use words like now and then. The children will know that a familiar event like a birthday, can be represented in different ways. E.g. photograph, video and memories. They will begin to understand that we have different views of familiar events and that we cannot always remember everything that happened in the past. They will be able to say whether a picture is a baby or a toddler and explain why. They will be able to point to familiar images in pictures of themselves and their own family. They will talk about pictures of themselves using appropriate vocabulary, e.g. when I was a baby... They will describe the differences between themselves as a baby and now. They will be able to sequence images of themselves as a baby, toddler and infant. The class will build a timeline as the school year progresses, including special events and children's birthdays, interacting with it regularly</p>
<p>Autumn 2 - People Around Us</p> <p>In this unit the main concept will be then and now. They will look at differences between people that help us now and then. They will begin to look at how life must have been different in the past. They will label/annotate simple drawings of artefacts from then and now. They will find an answer to a question by looking at pictures/artefacts. They will give a simple reason why a real person acted the way they did. They will look at significant people in their community that helped others.</p>
<p>Summer Term 2 – A long, long time ago (Pirates)</p> <p>In this unit the main concept will be then and now. The children will engage with the smuggling past of Rottingdean and the beach to visit sites of smuggling and possible pirate treasure. They will look at the dress and diet of pirates as well as using their role plays as a basis for writing and reading through 'The Pirates are Coming!'</p>

Foundations in Chronology			Foundations in Significance people/events		
Key Vocabulary & Historical terms	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary & Historical terms	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>Now, then, today, yesterday, tomorrow, days of the week, weekend, before, after, time, o'clock, lifetime, calendar, first, morning, afternoon, evening now, then, last week, after I was born, before, next, soon, before my parents, order, sequence, stories, routine, timeline</p>	<p>Communication and Language: Listening, attention and attention: • Make comments about what they have heard and ask questions to clarify their understanding. Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction when appropriate.</p>	<p>Pupils develop self-awareness, self-knowledge and self-esteem by reflecting on experience They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. They develop a sensitivity for similarities and differences within each other.</p>	<p>Significant, familiar, event, occupation, famous, medal, fictional, real historical figure, settings, family, significant, artefacts, community,</p>	<p>Communication and Language: Listening, understanding and attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during wholeclass discussions and small group interactions. Speaking: Offer explanations for why things might happen, making use of recently introduced</p>	<p>Children develop a sense of enjoyment and fascination in learning about themselves and others They demonstrate an understanding of the consequences of their behaviour and actions</p>

	Laying foundations in Chronology for KS1			vocabulary from stories, non-fiction when appropriate	
		They will develop a sense of uniqueness and belonging to a community To celebrate family history and culture.		<u>Laying the foundations in for events in living memory in Key Stage 1</u>	
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> Core Knowledge <i>The minimum all pupils should know</i>			Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> Core Knowledge <i>The minimum all pupils should know</i>		
<ul style="list-style-type: none"> Know and use everyday language related to time. Know how to order and sequence familiar events. Know how to describe main story settings, events, and principal characters Understand about the past and present and talk about events in their own lives and in lives of family members. Know and organise events to show things happened before they were born <p>When was I born? What do I do at school? What do I do at the weekend? What did I do yesterday? What will I do tomorrow? What is the order of the school day? What is the order of my life?</p> <p>What was it like then? What is it like now? What toys did my family play with?</p>			<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends. Talk about people that they have come across within their community, such as the police, the fire service, doctors and teachers. Talk about their own experiences with people who are familiar to them. Share information such as pictures about their own family Recognise images of familiar situations in the past, such as homes, schools, and transport. <p>Who are the special people in my life? What do I like to do with my friends or family? Who are the people that help us? Why do people help us? Who helps in my community?</p> <p>What presents did my family get for their birthdays when they were my age? How did they celebrate their birthdays?</p>		
<u>ELG Past and present</u> Talk about the lives of the people around them and their roles in society			<u>ELG Past and present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about the lives of the people around them and their roles in society		

Foundations in Continuity & Change			Foundations in Historical Skills and using artefacts		
Key Vocabulary & Historical terms	Links to wider curriculum (e.g. different subjects or keystages)	SMSC	Key Vocabulary & Historical terms	Links to wider curriculum (e.g. different subjects or keystages)	SMSC
<p>Now, then, today, yesterday, tomorrow, days of the week, weekend, before, after, time, o'clock, lifetime, calendar, first, morning, afternoon, evening now, then, last week, after I was born, before, next, soon, before my parents,</p> <p>order, sequence, stories, routine, timeline</p>	<p>Communication and Language: Listening, attention and attention: • Make comments about what they have heard and ask questions to clarify their understanding. Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction when appropriate.</p> <p>Laying foundations in Chronology for KS1</p>	<p>Pupils develop self-awareness, self-knowledge and self-esteem by reflecting on experience They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. They develop a sensitivity for similarities and differences within each other.</p>	<p>Significant, familiar, event, occupation, famous, medal, fictional, real historical figure, settings, family, significant, artefacts, community,</p>	<p>Communication and Language: Listening, understanding and attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during wholeclass discussions and small group interactions. Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction when appropriate</p>	<p>Children develop a sense of enjoyment and fascination in learning about themselves and others They demonstrate an understanding of the consequences of their behaviour and actions</p>

<p>memory, old, new, events, similar, different, change, making links,</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction when appropriate.</p>		<p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p>	<p>Participate in small-group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	
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<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i></p> <p>Core Knowledge <i>The minimum all pupils should know</i></p>	<p>Key skills & communicating historically</p> <p><i>Which can be applied once the knowledge is understood</i></p>
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- Understanding of growth and changes over time.
- Understand then and now through texts, images and oral stories.
- Know about similarities and differences between themselves and others, and among families, communities, and traditions.
- Understand experiences that are familiar to them and how these may have differed in the past.

How have I changed since I was a baby? How will I change as I get older? How am I the same or different to people in my class? How am I the same or different to my mum or dad?

How did my family help me when I was a baby? How has the help that I get from my mum and dad changed?

How has the fire engine changed? Why have the jobs of people in my community changed? How is the fire engine the same and different then and now?

How is the lifeboat (RNLI) the same and different then and now?

- Be curious about people and show interest in stories.
- Answer 'how' and 'why' questions... in response to stories or events.
- Comment on images of familiar situations in the past
- Explain own knowledge and understanding and ask appropriate questions.
- Understand that information can be retrieved from photos, artefacts, books, and computers.
- Use different sources of evidence - investigating artefacts, looking carefully at images, or exploring historical buildings to construct and frame their interpretations of the past.
- Present pictures, stories, artefacts, and accounts from the past, and explain similarities and differences.

Trip 1: Visit from the Fire Brigade or RNLI

Year 1:

**Autumn Term 1 and 2 – Famous
People and Big Events**
(Changes within living memory and within
our own locality)

In this unit the main concept will be **change**. The children will think about their own personal history to establish what we mean by **now and then before** comparing life now and then. The children will develop a range of historical skills such as: asking and answering questions, identifying, and **interpreting different sources** and **recognising change** and exploring how this influences them today.

Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
now, then, last week , next, soon, after/before I was born, before my parents, source, change, local, memory, compare, a long time ago today, yesterday, tomorrow, days of the week, weekend, time, o'clock, lifetime, first, morning, afternoon, evening, recently	People Around Us – EYFS, Past and Present, Pirates.	Geography, 'Maps' Book, The Queen's Hat – links with visits to the Royal Pavilion in Brighton, and	To celebrate family history and culture.

Threshold Concepts

Knowledge without which later concepts will not be fully understood

Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>The bits I've highlighted are the bits we have done throughout the year. I couldn't really fit much History in as we were also doing Geography. We did a bit about the Queen passing away.</p> <p>Knowledge & Understanding of history:</p> <p>CHRONOLOGICAL UNDERSTANDING <i>including characteristic features of periods</i></p> <ul style="list-style-type: none"> • Develop an awareness of the past • Know common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework -<i>sequence events in their life / match objects to people of different ages (school equipment/school day).</i> • Understand similarities/differences between periods <p>Historical terms <i>in their appropriate context</i></p>		<p>Using evidence:</p> <ul style="list-style-type: none"> ☐ Ask and find answers to questions about the past from sources ☐ Choose and use parts of stories and other sources to show understanding the historical concepts. <p>Understand key features life, choosing and using parts of stories and asking questions by interviewing parents/grandparents. Talk, write, and draw about things from the past.</p> <p>Interpretations of history:</p> <ul style="list-style-type: none"> ☐ Understand the difference between fact and fiction ☐ Understand how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, interviews, historic buildings, museums, galleries, historical sites and the internet. 	

Know a wide vocabulary of everyday historical terms

CONCEPTUAL UNDERSTANDING

Understand continuity & change

Identify similarities/differences between ways of life at different times.

How is present-day life different to school life in the past? What was life like for my parents and grandparents compared to me?

Understand cause & effect

Recognise why people did things, why events happened and what happened as a result (Fire of London/ Neil Armstrong)

Understand similarity & difference

Make simple observations and describe different types of people, events, beliefs within a society

Understand significance of people/events/developments

Talk about who/what was important
What significant events have happened?

KNOWLEDGE LO's

- I know the meaning of **before/after** I was born and **last week**
- I know what a **timeline** is
- I know the meaning of **change and compare**
- I know the meaning of **source**
- I know the meaning of **memory before my parents**
- I know the meaning of **now, then, next, and soon**

e.g. Compare adults talking about the past – how reliable are their memories?

Look at pictures and ask questions i.e. "Which things are old, and which are new?" or "What are people doing?"

Sort events or objects into groups (i.e., then and now).

Assessment points (Milestone 3 Goals) - For subject leader reference only

Recount changes that have occurred in their own lives.

Describe historical events

Ask questions such as: What was it like for people? What happened? How long ago?

Use words and phrases such as: a long time ago, recently, when my parents were children.

Spring Term 2 – Famous People

(Lives of significant individuals in the past who have contributed to the national achievements)

In this unit, pupils will learn look at the lives of Mae Jemison and Neil Armstrong. They will look at the history of the race to space and understand the impact of this on our lives today. The unit provides a basis for the Year 2 unit on role models and life changers as well as providing further chronological distance between the pirate unit and 20th Century history, underlining the fact that history is continuing all around us every day.

Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
transport, engineer, engine, invention , , pioneers, achievement, significant, , local, engineer, nation, nations history now, then, today, yesterday, tomorrow, first, last week, after/before I was born, before, next, soon, before my parents, event	History Makers EYFS	Year 1 Geography, Year 1 DT – Making rocket moving pictures using mechanisms	To investigate why it is difficult to find evidence of women inventors through history.
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i>			
Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<p>Knowledge & Understanding of <u>British</u> history:</p> <p>CHRONOLOGICAL UNDERSTANDING including characteristic features of periods</p> <ul style="list-style-type: none"> • Understand what the past is • Know common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework -sequence 3-4 artefacts from different periods of time - trains. • Understand similarities/differences between periods When were rockets invented? What was life like at that time? Where on the timeline is the event? Did it happen within or beyond living memory? <p>Historical terms in their appropriate context</p> <ul style="list-style-type: none"> • Know a wide vocabulary of everyday historical terms <p>CONCEPTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> ❓ Understand continuity & change Identify similarities/differences between ways of life at different times. What was life like before, then, and now? How did people travel then? How do people travel now? ❓ Understand cause & effect Recognise why people did things, why events happened and what happened as a result How have the railways changed people's lives? ❓ Understand similarity & difference Make simple observations about different types of people, events, beliefs within a 		<p>Using evidence</p> <ul style="list-style-type: none"> • Ask and find answers to questions about the past from sources • Choose and use parts of stories and other sources to show understanding the historical concepts. <p>Interpretations of history:</p> <ul style="list-style-type: none"> • Understand the difference between fact and fiction • Understand how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet. <p>Trip: Herstmonceux Science Centre</p>	

<p>society How are trains similar and different today? Understand significance of people/events/developments Talk about who/what was important Who were the significant people that contributed to the space race? What is the legacy of these people on our lives today?</p> <p>KNOWLEDGE LO's</p> <ul style="list-style-type: none"> ☐ I know what makes someone significant ☐ I know that rockets were invented before living memory ☐ I understand the meaning of inventor ☐ I know how people travelled now and then ☐ I know how rockets changed from then to now <p>I know the meaning of legacy</p>			
Assessment points (Milestone 3 Goals) - For subject leader reference only			
Recount changes that have occurred in their own lives.	Describe historical events	Ask questions such as: What was it like for people? What happened? How long ago?	Use words and phrases such as: a long time ago, recently, when my parents were children.

Summer Term 1– Great Fire of London (Events beyond living memory that are significant nationally)			
In this unit the children will learn about the key events of the Great Fire of London and help them to develop an understanding of the ways in which we can find out about the past through discussing primary sources . In doing so, this will provide an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London , as well as looking at how life was different in the 17th century. They will learn about how the fire had time to develop and spread because the authorities were too slow to act. However, they will also learn that the use of firebreaks helped control the fire.			
Key Vocabulary firebreak, famous , leather bucket, water squirt, fire hook, fire post, gun powder, thatched roof, wattle and daub timber frame, cathedral, diocese, government , extinguished, douse, embers, flammable, change in life, memory, significant, London, Samuel Pepys, change, similar, different, Thomas Farriner, King Charles 11, Christopher Wren. Source, past, present, eye-witness, century, secondary, primary , sources, fact, fiction, present,	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i> Big Events – Year 1	Links to wider curriculum <i>(e.g. different subjects or key stages)</i> English – diary-writing using time adverbials to recount (then, next after that), supported by reading ‘The Great Fire of London’ Science – why did the fire spread so fast? DT – what materials conduct heat, what materials stop fire?	SMSC
Threshold Concepts			

Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically		
<p align="center">Core Knowledge <i>The minimum all pupils should know</i></p>		<p align="center">Key skills <i>Which can be applied once the knowledge is understood</i></p>			
<p>Knowledge & Understanding of <u>British</u> history:</p> <p>CHRONOLOGICAL UNDERSTANDING <i>including characteristic features of periods</i></p> <ul style="list-style-type: none"> Understand what the past is Know common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework <p>Understand similarities/differences between periods - <i>sequence 3-4 artefacts from different periods of time using dates</i> e.g. firefighting equipment</p> <p>Where on the timeline did the Great Fire of London take place and key event? Did this happen within or beyond living memory?</p> <p>Historical terms <i>in their appropriate context</i></p> <ul style="list-style-type: none"> Know a wide vocabulary of everyday historical terms <i>e.g., when recounting stories from the past</i> <p>CONCEPTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> Understand continuity & change Identify similarities/differences between ways of life at different times. What was life like in London before 1666? How has London changed from then to now? How are houses/building in London different from now to then? Understand cause & effect Give reasons why people did things, why events happened and what happened as a result - enquiry Why did so many people live in London in 1666? Why did Samuel Pepys keep a diary? Why couldn't they put out the fire? How did the fire change London? Why were the houses built so close together? Understand similarity & difference Make simple observations about different types of people, events, beliefs within a society How do we know whether an eye-witness report is reliable? Understand significance <i>of people/events/developments</i> Talk about who/what was important Who were the significant people? Samuel Pepys, Thomas Farriner, King Charles 11, Christopher Wren. 		<p align="center">Historical enquiry</p> <table border="1"> <tr> <td data-bbox="1464 280 1671 456"> <p>Knowledge of:</p> <ul style="list-style-type: none"> People, events, situations, and developments Chronology and characteristic features Historical terms </td> <td data-bbox="1671 280 1868 456"> <p>Understanding of:</p> <ul style="list-style-type: none"> Evidence Interpretations Cause Change Similarity/Difference Significance </td> </tr> </table> <p align="center">Communication</p> <p>ENQUIRY – Why did the Great Fire of London burn down so many houses?</p> <p>Using evidence</p> <ul style="list-style-type: none"> Ask and find answers to questions about the past from sources Create their own structured accounts Choose and use parts of stories and other sources to show understanding the historical concepts. <p>Understand key features of events, choosing and using parts of stories and asking and answering questions through creating a newspaper report, describing the main events of the Great Fire.</p> <p>Interpretations of history</p> <ul style="list-style-type: none"> Understand the difference between fact and fiction Understand that there are different versions of real historical situations – written, spoken and pictorial. Understand how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, diary, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet. <p>Recognise that there may be different viewpoints about what or who caused the fire. Understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.</p>		<p>Knowledge of:</p> <ul style="list-style-type: none"> People, events, situations, and developments Chronology and characteristic features Historical terms 	<p>Understanding of:</p> <ul style="list-style-type: none"> Evidence Interpretations Cause Change Similarity/Difference Significance
<p>Knowledge of:</p> <ul style="list-style-type: none"> People, events, situations, and developments Chronology and characteristic features Historical terms 	<p>Understanding of:</p> <ul style="list-style-type: none"> Evidence Interpretations Cause Change Similarity/Difference Significance 				

KNOWLEDGE LO's I know what makes an event significant I know that 1666 is before living memory I understand what an eyewitness is I understand what we mean by reliable I understand what past and present means I understand what a primary and secondary source of evidence is			
Assessment points (Milestone 3 Goals) - For subject leader reference only			
Recount changes that have occurred in their own lives.	Describe historical events	Ask questions such as: What was it like for people? What happened? How long ago?	Use words and phrases such as: a long time ago, recently, when my parents were children.

Year 2

Spring Term 2 and Summer 1 (Lives of significant individuals in the past who have contributed to the national/ international achievements)			
In this unit, the children will develop a historical understanding of the lives and significance of famous people such as Malala and polar explorers through their Geography scheme. They will identify the kit needed for an expedition and compare the equipment taken Scott and compare his life to that of Malala – thinking about what it is to be a history maker – importantly, we don't have to be male and English.			
Key Vocabulary exploration, discovery, compass, monarchy, expedition, Americas, significant, achievement, change, Source, past, present, century, secondary, primary, compare, similar, difference, sequence, artefact, modern, years, decades	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i> Year 1 – Famous People, EYFS – History Makers	Links to wider curriculum <i>(e.g. different subjects or key stages)</i> Geography – knowing the continents and the seas of the world and their locations. Maths- direction, navigation PE – OAA orienteering in school grounds with school map. English – Reading 'Malala's Magic Pencil'	SMSC Gender
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i>			
Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	

Knowledge & Understanding of British history:

CHRONOLOGICAL UNDERSTANDING

including characteristic features of periods

- 7 Understand what the past is
- 7 Know common words and phrases relating to the passing of time
- 7 Know where all people/events studied fit into a chronological framework -sequence artefacts/photos from different time periods using timelines - e.g boats/navigation methods
- 7 Understand similarities/differences between periods

What **century** did it take place in? Where on our timeline did it happen? Did this happen within or beyond living memory?

Historical terms in their appropriate context

- 7 Know a wide vocabulary of everyday historical terms
- 7 Know what a primary and secondary source is.

CONCEPTUAL UNDERSTANDING

- 7 **Understand continuity & change**
Identify similarities/differences between ways of life at different times. How did people travel in the 20th century? How has exploration changed?
- 7 **Understand cause & effect**
Recognise why people did things, why events happened and what happened as a result
- 7 **Understand similarity & difference**
Make observations and describe different types of people, events, beliefs within a society
Do people still explore in the same way? Are we still exploring now?
Do people protest in the same way throughout history?
- 7 **Understand significance of people/events/developments**
Talk about who/what was important
Who was Scott and why do we remember him?

KNOWLEDGE LO's

- 7 I understand what makes people **significant**
- 7 I understand what **exploration** is
- 7 I know what we mean by **past and present**
- 7 I know what **century** means

Historical enquiry

Knowledge of:

- People, events, situations, and developments
- Chronology and characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretations
- Cause
- Change
- Similarity/Difference
- Significance

Communication

Using evidence

- Ask and find answers to questions about the past e.g an artefact
- Create their own structured accounts
- Choose and use parts of stories and other sources to show understanding the **historical concepts**.

Interpretations of history:

- Compare 2 versions of a past event.

Understand how knowledge of the past is **constructed from a range of sources**, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.

I know the continents of the world and their location			
I understand what navigation means			
Assessment points (Milestone 3 Goals) - For subject leader reference only			
Place events and artefacts in order on a timeline.	Describe historical events.		Use words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe passing of time.

Year 3

Autumn Term 1 and 2 – Impact of Stone Age to Iron Age on Britain - Hillforts			
<p>In this unit the children will learn about the Stone Age, Bronze Age and Iron Age periods of history that covers 98% of human history in Britain. Throughout the topic the focus is on developing children’s grasp of the key concept of change and continuity. They will understand that major advances in technology were achieved during this period, including the control of fire, agriculture, metalworking and the wheel and the impact that such advancements had on society and community. They will use case studies from a national level – Stonehenge and Skara Brae to find evidence on the way of life during this time and look for evidence of these settlers within our local area by identifying hillforts and burial sites. They will begin to explore migration and that the new settlers who came to Sussex were known as the ‘Celts’ and were from parts of Normandy, Switzerland, and South Germany and how this migration had a positive impact on the communities in the Bronze age. As written records were non-existent for this period children will concentrate on strong visual images and artefactual evidence.</p>			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>Homo sapiens, hunter-gather, settlement, farmers, agriculture, flint, Stonehenge, roundhouse, hillfort, settlers, prehistoric, nomad, tribe, neanderthal, beaker, celt, bronze, quern, smelting, clan, trade, Skara Brae, Stone age, Bronze age, Iron age, impact, change, society, community, migration,</p> <p>Archaeology, artefact, primary, secondary, source, century, evidence BC, CE, AD, thousands of years, millennium, chronology</p>	<p>Yr2 migration</p> <p>Yr2 Children will know past/present. How things change over time and be able to make comparisons.</p> <p>Yr 2 Coming to England Text in Spring 1 and Journey in Spring 2</p>	<p>Science – rocks and soil Geography – settlements</p> <p>History – The Romans Summer term</p> <p>English – the reading of Stone Age Boy – pre cursor to diversity work around Coming to England</p>	<p>To understand Britain's diversity began as far back as the Bronze age.</p> <p>To develop a connection to our ancestors.</p> <p>To develop a curiosity about people that came before us and their way of life.</p>
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i>			
Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	

Knowledge & Understanding of British history:

CHRONOLOGICAL UNDERSTANDING including characteristic features of periods

- Know how to *sequence several events/artefacts* chronologically on a timeline using dates- tools
- Understand some of the key characteristics of the period being studied and be able to spot anachronisms.
Where on the timeline is the Stone age and Iron age? What were the most significant changes during the Stone Age/Iron Age/ Bronze Age?

Historical terms *in their appropriate context*

Know and use historical terms/dates related to the unit and passing of time.

- Know the difference between primary and secondary sources.

CONCEPTUAL UNDERSTANDING

• Understand continuity & change

Describe/make links between main events, situations, and changes within and across different periods/societies - **How much did things change in the Stone Age when man started to farm?**

Explain whether a Stone Age man was simply a hunter and gatherer, concerned only with survival. How did their beliefs affect how they lived?

• Understand cause & effect

Identify and give reasons for, and results of, historical events, situations, changes. Why were hillforts popularised during the Iron age? Why did the Stone age start? How and why did people become more powerful during this time? How did the Bronze age begin?

• Understand similarity & difference *within a period/situation (diversity)*

Describe social, cultural, religious, and ethnic diversity in Britain and wider world. How different was life in the Stone Age when man started to farm? Explain whether their actions/discoveries impact our lives today.

• Understand significance *of people/events*

Identify historically significant people and events in situations. What evidence do we have to prove their significance?

KNOWLEDGE LO's

- I know what BC and AD mean on a timeline
- I know the **passage of time** words
- I know the meaning of **Stone Age, Iron Age and Bronze Age**
- I know the meaning of **hunter-gather**

Historical enquiry

Knowledge of:

- People, events, situations, and developments
- Chronology and characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretations
- Cause
- Change
- Similarity/Difference
- Significance

Communication

ENQUIRY – What can we learn about life in the Stone Age from a study of Skara Brae

Using evidence to develop their interpretations:

Regularly address and sometimes devise historically valid questions (see concepts)

- Use a **range of sources** to find out about the period studied
- Selecting and organising **relevant** historical information to the study

Interpretations of history:

- Understand that different versions of the past may exist, giving some reasons for this
- Understand how knowledge of the past is **constructed from a range of sources**, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.

Trip: Iron Hillfort /Brighton Museum workshop

Stone Age – Brighton Museum (brightonmuseums.org.uk)

I know what a hillfort is and what its purpose was I understand cause, consequence, and significance I understand what migration means			
Assessment points (Milestone 3 Goals) - For subject leader reference only			
Place artefacts and historical figures on a timeline using dates.	Describe the social, ethnic, cultural or religious diversity of a past society.	Describe different accounts of a historical event, explaining some reasons why the accounts may differ. Use evidence to ask questions and find answers to questions about the past.	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.

Summer Term 1 – Swords & Sandals Warrior Romans

The Roman Empire and its impact on Britain

In this unit the children will begin to understand concurrence within history and draw on their prior knowledge of the Celts from the Bronze age to know that The Romans existed in Europe at the same time. The children will focus on the **impact** of the Roman empire had on life in **Britain**. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people.

Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Londinium, empire, army, power, Boudicca, settlement, migration, resistance, invasion, Claudius, conquest, toga, aqueduct, coliseum, centurion, emperor, soldier, amphitheatre, senate, Celts, gladiator, Romans, Britons, mosaic, arch, defeat, chariot, hypocaust, tunic, rebellion, gods, belief, aquila, Julius Caesar, rebellion, pantheon, legionary, testudo, circus maximus, AD 42, legacy archaeology, artefact, primary, change secondary, source, BC, CE, AD, century, decade, thousands of years, millennium, Use literacy, numeracy and computing skills to communicate knowledge about the past.	Yr2 migration, primary/secondary sources Year 3 History Stone age to Bronze age overlaps with Celts.	English – Read the story of Romulus and Remus and write own Roman Myth Stories based on gods and goddesses – Roman Diary Shakespeare – Julius Caesar Etymology of words. For example: <i>octo</i> 'eight' (being originally the eighth month of the Roman year). Sport – Circus Maximus (stadium) link Amex Stadium	To develop an understanding of the ethnic diversity of the Roman Army. To understand and appreciate how the development of cultural influences have shaped their own heritage and that of others. This can be compared to the Roman Empire and their further developments in technology and buildings. To show understanding of the democratic process and other forms of government in Roman times, and compare this to life today.

Threshold Concepts

Knowledge without which later concepts will not be fully understood

Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
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Core Knowledge

The minimum all pupils should know

Knowledge & Understanding of British history

CHRONOLOGICAL UNDERSTANDING including characteristic features of periods

- 7 Know how to place the **time period** on a timeline
 - 7 Know the narratives within and across periods studied - soldiers/weapons
 - 7 Understand connections, contrasts and trends over time
- What other historical events were happening at the same time as the Romans? How long did the Romans rule in Britain? What were the key events of Roman rule in Britain?

Historical terms in their appropriate context

- 7 Know and use historical terms/dates related to the unit and passing of time.
- 7 Know the difference between primary and secondary sources.

CONCEPTUAL UNDERSTANDING

- 7 **Understand continuity & change**
Describe/make links between main events, situations, and changes within and across different periods/societies
- 7 How did the Romans defeat the Celts? How did the Roman's travel so quickly in Britain? How was the Roman army so successful? What changes did the Romans make to Britain?
- 7 **Understand cause & effect**
Identify and give reasons for, and results of, historical events, situations, changes Why did the Romans invade Britain? Why did the Roman Empire fall?
- 7 **Understand similarity & difference within a period/situation (diversity)**
Describe social, cultural, religious and ethnic diversity in Britain and wider world - between Iron Age and Roman homes/lifestyles
What it was like to live in a Roman house/town? What did the Romans do for leisure?
- 7 **Understand significance of people/events**
Identify historically significant people and events in situations.
Who was Boudicca and why do we remember her? Who were the people in the Roman army and where did they come from?

KNOWLEDGE LO's

- I know the dates of the **Roman period** in Britain
- I know what **invade** means
- I know what **Empire** means
- I know what **rebellion** means
- I know what **legacy** means
- I know what **settlement** means

Key skills

Which can be applied once the knowledge is understood

Using evidence:

- 7 Regularly address and sometimes devise historically valid questions (see concepts)
- 7 Use a **range of sources** to find out about the period studied
- 7 Selecting and organising **relevant** historical information to the study

Interpretations of history:

- 7 Understand that different versions of the past may exist, giving some reasons for this - **Why do books show different images of Boudicca?**
- 7 Understand how knowledge of the past is **constructed from a range of sources**, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.

Trip: Butser farm – Ancient buildings to consolidate eras studied in Yr3. Or Roman soldier?

[Roman Brighton – Brighton Museum \(brightonmuseums.org.uk\)](http://brightonmuseums.org.uk)

[Roman-Classroom-Resource.pdf \(brightonmuseums.org.uk\)](http://brightonmuseums.org.uk)

Assessment points (Milestone 3 Goals) - For subject leader reference only

	Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men women and children. Compare times studied with those around the world.	Use more than one source of evidence for historical enquiry. Suggest suitable sources of evidence for historical enquiries.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
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Year 4

Autumn term 1 – Rottingdean and Brighton

(Significant historical events, people and places in their own locality)

In this unit the children will explore their locality and how it has changed over time. They will be ‘history detectives’ looking for evidence of the **Victorian influence in their locality** including Preston Manor. Through role-play at Preston Manor, the children will experience what life was like for children in Victorian times and compare it to now. They will learn that life was quite different depending on whether you were rich or poor. They will compare aspects of life in different periods or example, Elizabeth I and Queen Victoria.

Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Victorian, monarch, legacy, impact, tourism, evidence, chronology, timeline, influence, blue plaque, suffragette, statue, memorial, gentry, servants, landowner, Stanford family, gender roles, change, influence, locality, king, queen, rich, poor, monarchy Source, past, century, secondary, primary, compare, similar, difference, sequence, artefact	EYFS People around Us Yr 1 - Famous People and Big Events Year 2 - Role Models	Art - Lowry English - Recount trip to Preston Manor Geography - looks at historical maps to understand the growth of Brighton during the Victorian period Plotting Victorian landmarks on maps. PHSE - discussing how they would make life better for poor Victorian children RE - Christianity was very important to the Victorians - How differently did they celebrate Christmas? Year 3 Geography seaside resort Year 3 - local history unit	To develop an understanding of the importance of equality and women’s, rights, democracy and political choice. To understand the social hierarchy that existed. To understand and discuss how children were seen and treated differently in the past.

Threshold Concepts

Knowledge without which later concepts will not be fully understood

Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Knowledge & Understanding of local history: <ul style="list-style-type: none"> Understand what the past is Know common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework - sequence artefacts/photos from different time periods using timelines. 		CHRONOLOGICAL UNDERSTANDING <i>including characteristic features of periods</i> ENQUIRY - How different were children’s lives 100 years ago compared to today?	

- Understand similarities/differences between periods - **enquiry**
When was the Victorian Era? Where is the Victorian era on the timeline? What are some of the significant events that shaped Brighton? Did this happen within or beyond living memory?

Historical terms in their appropriate context

- Know a wide vocabulary of everyday historical terms

CONCEPTUAL UNDERSTANDING

- **Understand continuity & change**
Identify similarities/differences between ways of life at different times. How has Brighton changed from then to now? How is my house the same/different to? How has school life has changed from then to now?
- **Understand cause & effect**
Recognise why people did things, why events happened and what happened as a result
Why did the Victorians come to Brighton? Why are there so many Victorian houses in Brighton? How did Brighton change during the Victorian era?
- **Understand similarity & difference**
Make observations about different types of people, events, beliefs within a society at different times
How do they know if they live in a Victorian house? What would my life have been like in the Victorian Era? Are the jobs we do the same?
- **Understand significance of people/events/developments**
Talk about who/what was important
Who are the significant local Victorians? What events happened in Brighton during the Victorian era? What is the legacy of the Victorians in Brighton?

KNOWLEDGE LO'S

- I understand the **Victorian era** is beyond my living memory
- I know what makes someone **significant**
- I know that **Queen Victoria** was the queen **then** and **Elizabeth II** is queen **now**
- I understand what **primary and secondary source** is
- I understand the **difference between rich and poor life**
- I know that the railways brought people to Brighton

Using evidence

- Ask and find answers to questions about the past *e.g an artefact*
- Create their own structured accounts
- Choose and use parts of stories and other sources to show understanding the **historical concepts**.

Interpretations of history:

- Compare pictures or photographs of people or events in the past
- Understand how knowledge of the past is **constructed from a range of sources**, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.

Trip: Preston Manor role-play & Victorian school day in class

Situations Vacant – Victorian role play

2 hours, onsite, KS2

It's 1897 and housekeeper Mrs. Story is recruiting new servants. Complete your letter of application in school and then come to the Manor as her staff put you to task in the house with daily duties. Listen to their stories about life and homes in the past in Brighton. Will you get the job?

[Victorian Bygones – Hove Museum \(brightonmuseums.org.uk\)](http://brightonmuseums.org.uk)

Assessment points (Milestone 3 Goals) - For subject leader reference only

Label timelines with words or phrases such as: past, present, older and

Use artefacts, pictures, stories, online sources and databases to find out

Show an understanding of concepts such as: monarchy.

newer.		about thepast.	
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Spring Term 1 - Pyramids and Pharaohs

Overview of achievements of first civilizations & Depth study of Ancient Egyptians

In this unit the children will learn about ancient civilisation and appreciate that it spans over 3,000 yrs. Firstly, they will look at what the 4 ancient civilisations have in common and how they have contributed in some way to the development of modern society, before looking in depth at Ancient Egypt.

They will focus on the attitudes, beliefs, and ways of life, which seem very remote to us today, to build a clear picture of a past society 5,000 years ago through the study of evidence which has come to light scarcely 200 years ago. They will not focus too much of this topic on chronology. Instead, they focus on the iconic images of pyramids, the centrally important religious beliefs and the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived. They will explore how the Egyptians owe **their prosperity to the Nile and which facilitated communication and trade**. They will learn how the **river** supported agriculture and how the desert provided the materials for the huge constructions they built. The children learn about the process of mummification through a hands-on based workshop at the Brighton museum.

Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
Ancient, civilisation, Pharaoh, achievements, scarab, papyrus, scribe, amulet, canopic jar, sarcophagus, tomb, afterlife, hieroglyphics, River Nile, mummification, agriculture, irrigation, shadaf, sphinx, oasis, pyramid, barter, Rosetta stone, Egyptologist, Howard Carter, fertile, flood, tomb, trade slave, Tutankhamun, communication archaeology, artefact, primary, secondary, evidence, source, BC, CE, change AD, interpret, century, decade, thousands of years, millennium	Year 1 Famous People EYFS History Makers	Geography – Africa mapwork, River Nile English – Secrets of Sun King	To understand the huge number of Gods worshipped and the seriousness of appeasing them. The Ancient Egyptians often owned slaves, and the great pyramids were built by the thousands taken prisoner in battle. Children understand that this is unacceptable in modern times, but that during this time period views were different.

Threshold Concepts

Knowledge without which later concepts will not be fully understood

Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Knowledge & Understanding of wider world history: CHRONOLOGICAL UNDERSTANDING <i>including characteristic features of periods</i> <ul style="list-style-type: none"> ☐ Know how to <i>place events from period studied on a timeline using dates.</i> ☐ Know the narratives within and across periods studied - farming ☐ Understand connections, contrasts and trends over time What else was happening in the world at the time of the Ancient Egyptians? (Ancient Egypt, Sumer, Indus Valley and Ancient China) Who were the Ancient Egyptians? Who were the pharaohs?		Using evidence / Communicating ideas <ul style="list-style-type: none"> ☐ Regularly address and sometimes devise historically valid questions (see concepts) ☐ Use evidence to build up a picture of a past event ☐ Construct informed responses by ... ☐ Recall, select and organise relevant historical information for an aspect in the past Enquiry - What do all the Ancient Civilisations have in common? What did the Ancient Egyptians believe about the afterlife? How can we know so much about a civilization such as Ancient Egypt that lived so	

Historical terms

- Understand and use terms appropriate to the period and begin to date events.

CONCEPTUAL UNDERSTANDING

Understand continuity & change

Describe/make links between main events, situations, and changes within and across different periods/societies
 Why did the civilisations evolve around rivers? Why was Ancient Egypt the 'Gift of the Nile'? What do all the Ancient Civilisations have in common?

Understand cause & effect

- Identify and give reasons for, and results of, historical events, situations, changes.
 Why were pyramids built?

Why was the Nile so important to Egyptian way of life?

Understand similarity & difference within a period/situation (diversity)

- Describe social, cultural, religious and ethnic diversity in Britain and wider world. -

ENQUIRY – What was so different about the way the Egyptians thought about life and death?

Did women have equal rights in Egyptian society?
 Why were animals an important part in the ancient Egyptian belief system? What is the mummification process?
 What were the key groups in Egyptian society? How

Understand significance of people/events

- Identify historically significant people and events in situations.
 Who was Cleopatra and why do we remember her? Who was Tutankhamun? What did we learn from the opening of Tutankhamun's tomb? Who was Howard Carter? What is the Rosetta stone and why was it such an important discovery?

KNOWLEDGE LOS

- I understand what ancient and modern means
- I understand what civilisation means
- I know what significant/significance means
- I understand that the kingdoms were ruled by pharaohs
- I understand what mummification means
- I understand that hieroglyphics were important as a means of communication
- I understand what the afterlife means
- I understand what archaeology means

long ago?

What does evidence tell us about the everyday life for women, men, and children?

Interpretations of history:

- Understand that different versions of the past may exist, giving some reasons for this
- Evaluate the usefulness of different sources
- Understand how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.

Trip:

Life and the Afterlife in Ancient Egypt (Brighton Museum workshop)

Ancient Egypt – Brighton Museum (brightonmuseums.org.uk)

Assessment points (Milestone 3 Goals) - For subject leader reference only

Place events, artefacts and historical figures on timelines using dates.

Describe social, ethnic, cultural or religious diversity of a past society.

Use evidence to ask questions and find answers to questions about the past.

Use literacy, numeracy and computing skills to communicate information about the past.

Autumn Term 1 – Invaders and Settlers

Britain's settlement by Anglo-Saxons and Vikings

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

Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>settlement, migration, invasion, raiding, Roman withdrawal, empire, kingdoms, change, gods, religion Angles, Saxons, Jutes, mead, rune, wattle and daub, thatch, farmer, warrior, SuttonHoo, beliefs,</p> <p>archaeology, artefact, primary, secondary, evidence, source, BC, CE, change AD, interpret, century, decade, thousands of years, millennium, chronology</p>	<p>Year 3 History Stone age to Bronze age - settlements. Year 3 – Roman invasion</p>	<p>Beowulf – English Geography – River Cuckmere, place names, language, Sussex</p>	<p>To contrast a society in the past with their own and contribute to a discussion of the similarities and differences</p> <p>To develop a sense of historical curiosity about their area and a sense of place.</p> <p>To develop an identity and pride in where they live.</p> <p>To understand why the area in which they live is worth knowing about</p> <p>To learn about invasion and conflict, and understand that the rule of law was applied differently over time.</p>

Threshold Concepts

Knowledge without which later concepts will not be fully understood

Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically		
Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>			
<p>Knowledge & Understanding of <u>local</u> history:</p> <p>CHRONOLOGICAL UNDERSTANDING <i>including characteristic features of periods</i></p> <ul style="list-style-type: none"> ☐ Know how to <i>place events</i> from period studied on a timeline ☐ Know the narratives within and across periods studied ☐ Understand connections, contrasts and trends over time (timelines)- houses What other historical events were happening at the same time as the Anglo- Saxons? How long were the Anglo-Saxons were in Britain for – 600 yrs (410- 1066)? What are the key events of the Anglo-Saxon era in Britain? <p>Historical terms</p> <ul style="list-style-type: none"> ☐ Understand and use terms appropriate to the period and begin to date events. ☐ Understand more complex historical terms e.g. BCE/CE 		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Historical enquiry</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Knowledge of: <ul style="list-style-type: none"> • People, events, situations, and developments • Chronology and characteristic features • Historical terms </td> <td style="width: 50%; padding: 5px;"> Understanding of: <ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/Difference • Significance </td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Communication</p> </div> <p>Using evidence / Communicating ideas</p> <ul style="list-style-type: none"> ☐ Regularly address and sometimes devise historically valid questions (see concepts) ☐ Use evidence to build up a picture of a past event ☐ Construct informed responses by ... 		Knowledge of: <ul style="list-style-type: none"> • People, events, situations, and developments • Chronology and characteristic features • Historical terms 	Understanding of: <ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/Difference • Significance
Knowledge of: <ul style="list-style-type: none"> • People, events, situations, and developments • Chronology and characteristic features • Historical terms 	Understanding of: <ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/Difference • Significance 				

CONCEPTUAL UNDERSTANDING

1 Understand continuity & change

Describe/make links between main events, situations, and changes within and across different periods/societies

How did the Anglo-Saxons change and develop over the 600 years they were in Britain? How did their beliefs change and how important was this was in their lives?

2 Understand cause & effect

Identify and give reasons for, and results of, historical events, situations, changes.

Why did the Anglo-Saxons invade Britain? What happened to the people already living in Britain when the Anglo-Saxons arrived?

3 Understand similarity & difference within a period/situation (diversity) Describe social, cultural, religious and ethnic diversity in Britain and wider world.

What was it like to live in an Anglo-Saxon settlement? How did the rich and poor live? What religious beliefs did the Saxons have?

4 Understand significance of people/events

Identify historically significant people and events in situations. Who were the Anglo-Saxons and where did they come from?

KNOWLEDGE LOS

- I understand what **empire, kingdom and invasion** mean
- I understand what **migration and settlement** mean
- I understand **society** means
- I know what a **kingdom** is
- I know that **Sussex** was one of the **7 kingdoms** during Saxon times

I understand what **Pagan belief** means

1 Recall, select and organise **relevant** historical information for an aspect in the past

How has archaeology unlocked the past?

Were there Anglo-Saxons in our area? Can we find evidence?

Were the Anglo-Saxons opposed? Did they get on with their neighbours?

Interpretations of history:

1 Understand that different versions of the past may exist, giving some reasons for this

2 Evaluate the usefulness of different sources

3 Understand how knowledge of the past is **constructed from a range of sources**, such as books and pictures, stories, eyewitness accounts, pictures, photographs, **artefacts**, historic buildings, museums, galleries, **historical sites** and the internet. – **Anglo-Saxon Chronicles**.

What can we learn from the treasures of Sutton Hoo? Were Saxons only interested in destroying everything? Were the Saxons clever people?

Assessment points (Milestone 3 Goals) - For subject leader reference only

Recount changes that have occurred in their own lives.

Describe historical events

Ask questions such as: What was it like for people? What happened? How long ago?

Use words and phrases such as: a long time ago, recently, when my parents were children.

Autumn 2

The Viking and Anglo-Saxon struggle for the Kingdom of England to Edward the Confessor

In this unit the children will learn that much of the Viking presence in Britain involved their attempts at conquest of Saxon Britain, this topic is taught alongside the unit on the Anglo-Saxons, rather than separately. This brings a greater coherence to the narrative and allows opportunities to explore aspects of each culture without losing track of their interrelationship between them. ALSO, the children will see not only how representations of this society have been grossly stereotyped over the years, but more importantly how and why this has happened.

Key Vocabulary

settlement, settlers, migration,

Interleaving Opportunities

(e.g. when past topics can be revisited)

Year 3 – Romans topic

Links to wider curriculum (e.g. different subjects or key stages)

Year 5 – Beowulf - text

SMSC

To compare Viking and Anglo Saxon's faith and

<p>invasion, resistance, raiding, Alfred the Great, Athelstan, longboat, longhouse, chieftain, berserker, Viking, danegeld, east, trade, farmer, warrior, Danelaw, Asgard, jarl, Karl, figurehead, chainmail, law, justice, tribe, monasteries, Lindisfarne, monk, manuscript, were geld, Christianity.</p>	<p>Yr4 – Anglo-Saxons</p>	<p>Year 3 - Romans</p>	<p>beliefs, understand that ideas were cultural and that Gods were often similar, and important for the same reasons. To contrast a society in the past with their own and contribute to a discussion of the similarities and differences To develop a sense of historical curiosity about their area and a sense of place To understand stereotypes.</p>
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Threshold Concepts

Knowledge without which later concepts will not be fully understood

<p>Understanding Chronology</p>	<p>An overview of world history</p>	<p>Investigate and interpret the past</p>	<p>Communicating historically</p>
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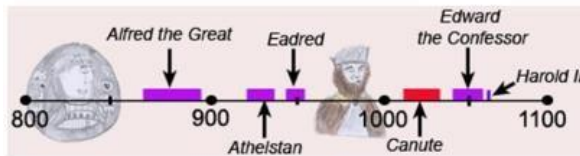
Core Knowledge

The minimum all pupils should know

Knowledge & Understanding of British history:

CHRONOLOGICAL UNDERSTANDING *including characteristic features of periods*

- ☐ Know how to place **events** from period studied on a timeline
- ☐ Know the narratives within and across periods studied
- ☐ Understand connections, contrasts and trends over time
- ☐ What other historical events were happening at the same time as the Viking invasions? Who were the Vikings and when did they arrive in Britain? What are the key events of the Viking era in Britain? Do we know that the Vikings were part of some vast movement (**Viking Empire**) that was not just confined to the British Isles but stretched far and wide? Vikings in Britain were largely from Norway and Denmark.



Historical terms

- ☐ Understand and use terms appropriate to the period and begin to date events.
- ☐ Understand more complex historical terms e.g. BC/AD

CONCEPTUAL UNDERSTANDING

- Understand continuity & change

Key skills

Which can be applied once the knowledge is understood

Historical enquiry

Knowledge of:

- People, events, situations, and developments
- Chronology and characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretations
- Cause
- Change
- Similarity/Difference
- Significance

Communication

Using evidence / Communicating ideas

- ☐ Regularly address and sometimes devise historically valid questions (see concepts)
- ☐ Use **evidence** to build up a picture of a past event
- ☐ Construct informed responses by ...
- ☐ Recall, select, and organise **relevant** historical information for an aspect in the past
- ☐ What evidence do we have about the Vikings? Is it reliable?
- ☐ Why were the Vikings ships so successful? How pleasant was Viking life?
- ☐ What impression do you think the Vikings gave those living in Britain?
- ☐ Would you have preferred to live in Viking or Saxon societies?
- ☐ 'The Vikings were defeated after Alfred' Do you agree?
- ☐ Did the Vikings make any difference to your locality? Does Alfred deserve to be called the 'Great'?

Interpretations of history:

<p>Describe/make links between main events, situations, and changes within and across different periods/societies</p> <p>How did the different English kings recapture England from the Vikings? Do they understand that the Saxons and Vikings were in Britain at the same time?</p> <p>Understand cause & effect Identify and give reasons for, and results of, historical events, situations, changes.</p> <p>How did the Danelaw achieve peace? Why did so much of England fall to the Vikings? Why were the Vikings paid with Danegeld?</p> <ul style="list-style-type: none"> • Understand similarity & difference within a period/situation (diversity) Describe social, cultural, religious and ethnic diversity in Britain and wider world - Enquiry- Raiders or settlers: how should we remember the Vikings? How did the Vikings influence the English language? Why did the Vikings settle in Britain? Why did they convert to Christianity? Did the Danelaw establish equality between the Vikings and Saxon? Did women have equal rights in Viking society? • Understand significance of people/events Identify historically significant people and events in situations. Does Alfred deserve to be called the 'Great'? What makes a person great? What is the Danelaw? Who was the first king of a unified England? <p>KNOWLEDGE LOs</p> <ul style="list-style-type: none"> • I know that Viking means 'to go raiding' • I know what reliability of evidence means • I understand that Vikings moved from being raiders to settlers and later to Christians • I know that Vikings were mostly rural people • I understand the Danelaw • I understand what conflict, defensive and offensive mean 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this - Lindisfarne raid • Compare accounts of events from different sources – fact or fiction • Understand how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet. 'Just brutal savages who did no good' Is this your opinion? <p>Viking Adventures at the British Museum (lgfl.org.uk)</p> <p>Trip:</p> <p>Outreach and Virtual Outreach JORVIK Viking Centre</p>
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Assessment points (Milestone 3 Goals) - For subject leader reference only

	<p>Give a broad overview of life in Britain.</p>	<p>Use more than one source of evidence for historical enquiry. Suggest suitable sources of evidence for historical enquiries.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>
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Summer Term 1 and 2 – MAYAN CIVILISATION
Contrast a society with British history

In this unit, the children will focus in on the area of Central America where they will focus on the ancient Mayan civilisation. They will look at where their **settlements** were located and why, how they lived, their hierarchy, what they wore, ate, what entertainment they had and their beliefs. They will look at how farming methods, cutting rainforests, irrigation, terracing and crop rotation. While

placing the Mayans on a chronological timeline they will look at what other civilisations existed at the same time as the Mayans in other parts of the world and make comparisons. They will look at Mayan culture, and some of their achievements such as, architecture, calendar system, the writing system, and artefacts – pottery, codices. They will spend time looking at how they lived, the children will end the unit looking at why the Mayans declined. They will learn about how the latest technology using lasers has enabled archaeologists to discover up to 60,000 hidden Mayan buildings in present-day Guatemala. To look at some of the theories for the Mayan empire decline. To discuss why historians, given the choice would have preferred to have lived in Mayan lands than in Saxon England at the time.

Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>dynasty, society, contrast, city-states, terraced, pyramid, peasant, bloodletting, Ahau, haab, sacrifice, chocolate, decline, terracing, hierarchy, calendars, hieroglyphs, temple building, rainforest, motif, AD 900, environment, slash-and-burn agriculture, civilisation, legacy, reliable, bias, calendar, concurrent time periods, contrast, 2000yrs</p> <p>archaeology, artefact, era, period, chronology, primary, secondary, evidence, source, BC, CE, change AD, interpret, century, decade, millennium</p>	<p>Yr4 Anglo-Saxons same period of history Yr4 Rainforests Yr4 Egyptian pyramids/hieroglyphs Yr5 planets – astronomy</p>	<p>Geography- Amazing Americas Fairtrade - chocolate</p>	<p>To explore the beliefs and values of past societies and from different cultures.</p>
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i>			
Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	

Knowledge & Understanding of wider world history:

CHRONOLOGICAL UNDERSTANDING *including characteristic features of periods*

- ☐ Know how to sequence up to 10 events on a timeline
- ☐ Know the narratives within and across periods studies, including key dates.

Historical terms *in their appropriate context*

- ☐ Know and use of historical terms and dates.

CONCEPTUAL UNDERSTANDING

☐ **Understand continuity & change**

Describe/make links between main events, situations, and changes within and across different periods/societies

☐ *Understand cause & effect*

Identify and give reasons for, and results of, historical events, situations, changes.

☐ **Understand similarity & difference** *within a period/situation (diversity)*

Explore characteristics features of the Mayan society and **comparing** it with the state of Britain at the same time i.e. about AD1100 - **What can you tell from the 3 images about the Mayans?**

☐ **Understand significance** *of people/events*

Identify historically significant people and events in situations.

Knowledge LO's

- ☐ I know the meaning of **concurrent**
- ☐ I know the meaning of **settlement** and **environment**
- ☐ I know the meaning of **hierarchy**
- ☐ I understand the **significance** of Mayan rituals and **sacrifice**
- ☐ I know why the Mayan civilisation **declined**
- ☐ I know the meaning of **reliability** and **bias**

Using evidence / Communicating ideas

- ☐ Regularly address and sometimes devise historically valid questions (see concepts)
- ☐ Recognise primary and secondary sources
- ☐ Use a **range of sources** to find out about an aspect of time past
- ☐ Construct informed responses by analysing a range of evidence to justify claims about the past.
- ☐ Selecting and organising relevant historical information making appropriate use of dates and terms

Interpretations of history:

- ☐ Understand that different versions of the past may exist, giving some reasons for this
- ☐ Consider ways of checking the accuracy of interpretations – fact, fiction or opinion
- Understand how knowledge of the past is **constructed from a range of sources**, such as books and pictures, stories, eyewitness accounts, pictures, **photographs, artefacts**, historic buildings, museums, galleries, **historical sites** and the internet.

Assessment points (Milestone 3 Goals) - For subject leader reference only

<p>Understanding Chronology</p>	<p>An overview of world history</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural, or religious diversity of past society. • Compare some of the times studied with those of the other areas of interest around the world. 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> ☐ Understand that no single source of evidence gives the full answer to questions about the past. ☐ Seek out and analyse a wide range of evidence in order to justify claims about the past. 	<p>Communicating historically</p>
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Autumn Term 1 and 2 – Edwardian Britain – Shackleton and the Titanic

In these terms, children will develop their understanding of the Edwardian era and the technological advances that followed that of the Victorians. They'll gain an appreciation into the class struggles of the time, the spirit of adventure that was present and also the descent into conflict and tragedy towards the end of the era.

Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>Edwardian, monarch, legacy, impact, tourism, evidence, chronology, timeline, influence, blue plaque, suffragette, statue, memorial, gentry, servants, landowner, Stanford family, gender roles, change, influence, locality, king, queen, rich, poor, monarchy</p> <p>Source, past, century, secondary, primary, compare, similar, difference, sequence, artefact</p>	<p>EYFS People around Us Yr 1 - Famous People and Big Events Year 2 - Role Models</p>	<p>Art - Lowry English - Recount trip to Preston Manor Geography - looks at historical maps to understand the growth of Brighton during the Victorian period Plotting Victorian landmarks on maps. PHSE - discussing how they would make life better for poor Victorian children RE - Christianity was very important to the Victorians - How differently did they celebrate Christmas? Year 3 Geography seaside resort Year 3 - local history unit</p>	<p>To develop an understanding of the importance of equality and women's, rights, democracy and political choice. To understand the social hierarchy that existed.</p> <p>To understand and discuss how children were seen and treated differently in the past.</p>

Threshold Concepts

Knowledge without which later concepts will not be fully understood

Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
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Core Knowledge

The minimum all pupils should know

Key skills

Which can be applied once the knowledge is understood

<p>Knowledge & Understanding of local history:</p> <ul style="list-style-type: none"> Understand what the past is Know common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework - sequence artefacts/photos from different time periods using timelines. Understand similarities/differences between periods - enquiry When was the Victorian Era? Where is the Victorian era on the timeline? What are some of the significant events that shaped Brighton? Did this happen within or beyond living memory? <p>Historical terms in their appropriate context</p> <ul style="list-style-type: none"> Know a wide vocabulary of everyday historical terms 	<p>CHRONOLOGICAL UNDERSTANDING <i>including characteristic features of periods</i></p> <p>ENQUIRY - How different were children's lives 100 years ago compared to today?</p> <p>Using evidence</p> <ul style="list-style-type: none"> ☑ Ask and find answers to questions about the past <i>e.g an artefact</i> ☑ Create their own structured accounts ☑ Choose and use parts of stories and other sources to show understanding the historical concepts. <p>Interpretations of history:</p> <ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past Understand how knowledge of the past is constructed from a range of
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CONCEPTUAL UNDERSTANDING

- **Understand continuity & change**
Identify similarities/differences between ways of life at different times. How has Brighton changed from then to now? How is my house the same/different to? How has school life has changed from then to now?
- *Understand cause & effect*
Recognise why people did things, why events happened and what happened as a result
Why did the Victorians come to Brighton? Why are there so many Victorian houses in Brighton? How did Brighton change during the Victorian era?
- *Understand similarity & difference*
Make observations about different types of people, events, beliefs within a society at different times
How do they know if they live in a Victorian house? What would my life have been like in the Victorian Era? Are the jobs we do the same?
- **Understand significance of people/events/developments**
Talk about who/what was important
Who are the significant local Victorians? What events happened in Brighton during the Victorian era? What is the legacy of the Victorians in Brighton?

KNOWLEDGE LO's

- I understand the Victorian era is beyond my living memory
- I know what makes someone significant
- I know that Queen Victoria was the queen then and Elizabeth II is queen now
- I understand what primary and secondary source is
- I understand the difference between rich and poor life
- I know that the railways brought people to Brighton

sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.

Trip: Preston Manor role-play & Victorian school day in class

Situations Vacant – Victorian role play

2 hours, onsite, KS2

It's 1897 and housekeeper Mrs. Story is recruiting new servants. Complete your letter of application in school and then come to the Manor as her staff put you to task in the house with daily duties. Listen to their stories about life and homes in the past in Brighton. Will you get the job?

[Victorian Bygones – Hove Museum \(brightonmuseums.org.uk\)](http://brightonmuseums.org.uk)

Assessment points (Milestone 3 Goals) - For subject leader reference only

Label timelines with words or phrases such as: past, present, older and newer.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Show an understanding of concepts such as: monarchy.

Spring Term 1– WW2

A significant turning point in British history.

In this unit, the children will look at why the war started. They will understand who England joined forces with and why, as well as who made up the allies and axis. They will look at the home front and how that spread into the front line and the impact that had on the war. In addition to this, they will explore the process of evacuation and the experiences of children at that time. The importance of the Blitz and what that entailed before understanding why and how the war ended. To develop an awareness of evidence and how it can be used and abused. A crucial skill in this world of fake news. Although no longer compulsory within the new 2014 National Curriculum, this topic has been kept as it makes a massive contribution to numeracy through the work on evacuation and to citizenship through the treatment of government propaganda.

Key Vocabulary

Interleaving Opportunities
(e.g. when past topics can be revisited)

Links to wider curriculum (e.g. different subjects or key stages)

SMSC

<p>allies, axis, propoganda, censorship, reliable, bias, evacuation, Blitz, home front, D-Day, VE Day, trench, suffragette, World War 2, home front, morale, vote, significant, impact, persecution</p> <p>archaeology, artefact, primary, secondary, evidence, source, BC, CE, change AD, interpret, century, decade, millennium</p>		<p>Year 2/3 – local area studies provides prior knowledge</p> <p>English- letters from the light housetext. DT-Anderson shelters.</p>	<p>To understand the of women was before, during and after the war.</p>
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Threshold Concepts

Knowledge without which later concepts will not be fully understood

Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically
<p align="center">Core Knowledge <i>The minimum all pupils should know</i></p>		<p align="center">Key skills <i>Which can be applied once the knowledge is understood</i></p>	

Knowledge & Understanding of British history:

CHRONOLOGICAL UNDERSTANDING *including characteristic features of periods*

- ☐ Know how to sequence up to 10 events on a timeline
- ☐ Know the narratives within and across periods studies, including key dates, characters and events
- ☐ **Understand connections, contrasts and trends over time - food/rationing/politics**

Historical terms *in their appropriate context*

- ☐ Develop the appropriate use of historical terms

CONCEPTUAL UNDERSTANDING

- ☐ **Understand continuity & change**
Describe/make links between main events, situations, and changes within and across different periods/societies
- ☐ **Understand cause & effect**
Identify and give reasons for, and results of, historical events, situations, changes.
- ☐ **Understand similarity & difference** *within a period/situation (diversity)*
Describe social, cultural, religious and ethnic diversity in Britain and wider world.
- ☐ **Understand significance of people/events/objects**
Identify historically significant people and events in situations. **-What do you see in the picture?**

Learning Ob:

- ☐ I know the meaning of **Allies and Axis** and what countries they were.
- ☐ I know what **evacuation** means and why it happened.
- ☐ I know what the **Blitz** was and how it affected people.
- ☐ I know what the terms **censorship** and **propaganda** mean
- ☐ I know what **rationing** was and how it worked.
- ☐ I understand the **role of women** during the war.

Using evidence / Communicating ideas

- ☐ Regularly address and sometimes devise historically valid questions (see concepts)
- ☐ Recognise primary and secondary sources
- ☐ **Use a range of sources to find out about an aspect of time past**
- ☐ Construct informed responses by ...
- ☐ Selecting and organising relevant historical information making appropriate use of dates and terms

Interpretations of history:

- ☐ Understand that different versions of the past may exist, giving some reasons for this
 - ☐ Consider ways of checking the accuracy of interpretations – fact, fiction or opinion
- Understand how knowledge of the past is **constructed from a range of sources**, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.

Assessment points (Milestone 3 Goals) - For subject leader reference only

<p>Understanding Chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such political, social, cultural) 	<p>An overview of world history</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain and some major events from the rest of the world. • Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> ☐ Refine lines of enquiry as appropriate. ☐ Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 	<p>Communicating historically</p>
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Summer Term 1 – Groovy Greeks

A study of Greek life and achievements and their influence on the western world

In this unit the children will use a range of sources to find out about the life and achievements of the Ancient Greeks They will find out about the city-states of Athens and Sparta, warfare, and seamanship, everyday life, beliefs, cultures, and through Greek mythology, some of the key events and individuals from this period. They will also look at the continuing legacy of the Ancient Greeks and the children will explore their influence on education, language, architecture, government and the Olympic games. Links will be made to other ancient civilisations and societies that they have previously studied.

Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC
<p>Ancient, civilisation, democracy, Acropolis, city-state, Parthenon, Marathon, Olympics, citizen, society, philosopher, alphabet, Agora, phalanx, column, hoplite, peninsula, aristocracy, terraced, god/goddess, mythology, ostracism, achievements, influence, Western world, legacy, archaeology, artefact, primary, secondary, evidence, source, BC, CE, change AD, interpret, century, decade, millennium</p> <p>To use literacy numeracy and computing skills to an exceptional level to communicate information about the past.</p>	Yr3 Iron Age/Celts	PSHE – democracy recap from Autumn term	<p>To understand the contributions Greeks made to society and encourage reflection upon how one will contribute to modern Britain.</p> <p>To understand about democracy now and then.</p> <p>To understand the role of women in different societies.</p>

Threshold Concepts

Knowledge without which later concepts will not be fully understood

Understanding Chronology	An overview of world history	Investigate and interpret the past	Communicating historically		
Core Knowledge <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>			
<p>CHRONOLOGICAL UNDERSTANDING <i>including characteristic features of periods</i></p> <ul style="list-style-type: none"> ☐ Know how to sequence key events of time studied chronologically ☐ Know the narratives within and across periods studied - communication ☐ Understand connections, contrasts and trends over time <p>Where does this period fit with other periods studied?</p> <p>Historical terms <i>in their appropriate context</i></p> <ul style="list-style-type: none"> ☐ Know relevant terms and period labels. <p>CONCEPTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> ☐ Understand continuity & change Describe/make links between main events, situations, and changes within and 		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> Historical enquiry </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Knowledge of: <ul style="list-style-type: none"> • People, events, situations, and developments • Chronology and characteristic features • Historical terms </td> <td style="width: 50%; padding: 5px;"> Understanding of: <ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/Difference • Significance </td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;"> Communication </div> <p>Using evidence / Communicating ideas</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions (see concepts) • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Construct informed responses by ... 		Knowledge of: <ul style="list-style-type: none"> • People, events, situations, and developments • Chronology and characteristic features • Historical terms 	Understanding of: <ul style="list-style-type: none"> • Evidence • Interpretations • Cause • Change • Similarity/Difference • Significance
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<p>across different periods/societies</p> <p>☐ Understand cause & effect Identify and give reasons for, and results of, historical events, situations, changes and the impact on people - How did the Athenians beat the Spartans so easily at Marathon?</p> <p>☐ Understand similarity & difference within a period/situation (diversity) Describe social, cultural, religious and ethnic diversity in Britain and wider world.</p> <p>☐ Understand significance of people/events Identify historically significant people and events in situations.</p> <p>KNOWLEDGE LOs</p> <p>☐ I know the meaning of B.C and A.D</p> <p>☐ I understand the meaning and impact of mythology</p> <p>☐ I know the similarities and differences between city states</p> <p>☐ I understand how Athens changed over time</p> <p>☐ I understand the significance of the Olympic games</p> <p>☐ I understand the events of the Battle of Marathon</p> <p>☐ I know how versions of the Marathon run differ</p> <p>☐ I understand the meaning of democracy</p> <p>I know the meaning of legacy</p>	<ul style="list-style-type: none"> Recall, select and organise relevant historical information for an aspect in the past <p>Interpretations of history: Understand that different versions of the past may exist and offer some reasons for this</p> <ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Understand how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet. How do we know what happened at the Battle of Hastings? <p>Trip: Hands On History – Ancient Greeks/ Rainbow Theatre</p>		
Assessment points (Milestone 3 Goals) - For subject leader reference only			
	Describe social, ethnic, cultural or religious diversity of a past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men women and children.	Refine lines of enquiry as appropriate	To use literacy numeracy and computing skills to an exceptional level to communicate information about the past.