



*"We believe, we achieve, we succeed in God's family"*

THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

## History Knowledge and Skills Progression Overview

*"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future."* Robert Penn Warren

<p><b>Intent</b></p>	<p>The history curriculum at St Mary's C of E Primary School draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. Our history curriculum has been designed to allow our pupils see the 'big picture' by stepping back to see the world as an interconnected whole, whilst also learning about important historical periods and events in more depth. Our curriculum:</p> <ul style="list-style-type: none"> <li>• allows for learning knowledge about specific countries and religions, but presents the details in a larger, cross-regional and global context</li> <li>• seeks to provide wider cultural understanding, highlighting the world's rich diversity through the exploration of ancient history, and the connections and comparisons across cultures</li> <li>• presents history from a global perspective, seeking to identify common patterns in historical events around the world. This is one-way historians identify patterns by applying themes to the study of the past.</li> </ul> <p>We have chosen the following themes to underpin our history curriculum:</p> <ul style="list-style-type: none"> <li>• Humans and the environment</li> <li>• Cultural developments and interaction</li> <li>• Governance</li> <li>• Technology and Innovation</li> <li>• Trade and economy</li> <li>• Social organisation</li> </ul> <p>Within lessons, these broad themes will be drawn out to enable children to connect information within their own year groups topics and more widely across historical periods and other subjects, as they progress through their historical journey at St Mary's. The intent of our history curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more ensuring they are fully prepared for KS3.</p>
<p><b>Implementation</b></p>	<p>History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. <b>Black History</b> is taught all year round at St Mary's C of E Primary School with opportunities carefully planned throughout the academic year to celebrate diversity. 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 Egyptians. Lessons are planned to promote higher order thinking and</p>

	<p>effective questioning is a key feature of lessons. This is used to prompt children's recall and to encourage them to reach conclusions on their own. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. Educational visits are an integral part of the curriculum at St Mary's; they help bring history 'alive' and give real substance and relevance to classroom learning.</p>
<p><b>Impact</b></p>	<p>Pupils in Key Stage 1 are well prepared to start learning history because of the how well children in the early years develop their understanding of the world. Teachers make sure that pupils develop their understanding of change over time through activities such as comparing photographs of themselves as babies and children; they explore the different things they can do now that they could not do as babies, such as walking and talking; and through making sure that children regularly use time-based vocabulary, such as 'yesterday' and 'last week', accurately. Pupils are also included in whole-school celebrations which link to history events. Outcomes in books evidence a broad and balanced history curriculum and demonstrate the pupil's acquisition of identified key knowledge. Emphasis is placed on analytical thinking and questioning and pupils demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study, pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Teachers explain lesson content clearly. This helps pupils, and particularly disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), to improve their use of historical vocabulary and remember more over time. Teachers' careful consideration of how to adapt activities ensures that pupils with special educational needs and/or disabilities (SEND) access fully the history curriculum. Pupils are enthused by the strong subject knowledge of teachers and the way they explain subject content in age-appropriate ways.</p>

## National Curriculum Requirements

### EYFS

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

#### **ELG: Speaking**

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

#### **ELG: Past and Present**

Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

#### **ELG: People, Culture & Communities**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Understand the past through settings, characters and events encountered in books being read in class and storytelling.

### KS1

Pupils should develop an awareness of:

- the past;
- using common words and phrases relating to the passing of time.

They should be taught about:

- changes within living memory;
- events beyond living memory;
- the lives of significant individuals; significant historical events, people and places in their own locality.

### KS2

Pupils should:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history;
- understand how our knowledge of the past is constructed from a range of sources;
- sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- Roman Empire and its impact on Britain;
- Britain’s settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;
- the achievements of the earliest civilizations Ancient Greece; a non-European society that provides contrasts with British history.

#### **Links with British Values and Personal Development**

Our history curriculum offers an excellent context for developing many of the worthwhile skills and understanding that are intrinsic British values and form part of the PSHE curriculum. It provides opportunities to for our children to begin to:

1. Practise critical thinking skills
2. Understand democracy
3. Be active and participative
4. Become sensitive to, and tolerant of, diversity and be concerned with social justice
5. Develop a sense of their own and others’ identity and appreciate their membership within communities
6. Develop their ethical and personal values
7. Consider significance of issues, actions and interventions, or failure to act
8. Make connections between cause and consequence

# The Path to Success



## Helping children to remember their learning and make links

We want our children to be able to remember what they have been taught and be able to make some basic links with their subsequent learning. With this in mind, teachers carefully plan their history lessons using a range of high quality strategies:

- Retrieval practice is at the heart of each lesson and provides the opportunity to recall previously taught knowledge. Through enabling knowledge to stick, this allows children to build secure historical understanding.
- Activities that specifically, emotionally and intellectually engage our children are planned and delivered for the learning to go deep. For example, talking about the toys they like playing with today and contrasting them with toys from the past.
- Activities that are practical and enable children to apply their knowledge and understanding. For example, setting fire to a row of "buildings" to see how the Great Fire of London spread.
- Children are challenged to think and to care so that they can express their personal opinions about events in the past.

For pupils who find learning more challenging, teachers use a whole range of strategies to help engage them in history. This is personalised according to the individual needs of the pupil. When a pupil falls behind in history, they are quickly brought up to speed by timely intervention from their teachers.

We use the 'Path to Success' Model to ensure this practice is embedded throughout the school.

## Step 5: Connect it!

- Use 'reading skills' language in history
- Link existing learning to previous 'topics' so pupils can see chronology and progression
- Use 'history skills' vocabulary as a thread to all history lessons
- Link the subject topics to a range of core and foundation lessons you are working on at the same time
- Utilise history themes as stimuli for writing and maths outcomes

## Step 1: Experience it

- Give pupils 'real' experiences, by inviting in local residents who can explore what 'in living memory' looks like for them
- Choose texts that coincide with the historical period (e.g. Rose Blanch – WWII)
- Use research, technology, apps that allow pupils to access artefacts, accounts, reports from the time (where possible)
- Trips, visits, visitors, re-enactment
- Use vocabulary walls and displays to enhance the learning language environment

## Step 4: Develop it

- Collaborate!
- Pupils discussing multiple sources, looking at veracity and reliability
- Discuss morality, right and wrong, crime and punishment
- Use activities to enhance vocabulary application and use of history-based language
- Challenge, set tasks that require pupils to 'teach' about a period or aspects of 'being a historian'

## Step 2: Play with it

- Word association games
- Role play as a historical character
- 'Hot-seat' interviews
- Apply 'how would a historian...' thinking across the curriculum and outside of class time
- Play time machines – where would you go, and why?
  - History 'flash' – one day a week, share something historically astounding



## Step 3: Use it

- With literacy requirements as a vehicle, and history periods as a stimulus, explore with pupils how they can evidence their learning and thinking 'as historians'
- Evidence learning: pictures, videos, scripts, diaries, posters, recounts – variety is the key, cross-curricular is the method to cut excessive duplication.

## Progression in History – by skills, knowledge and understanding

### QUESTIONING

Year 1	Year 2	Year 3
<b>Review Year 1</b>	<b>Review Year 1</b>	<b>Review Year 2</b>
<b>Pupils should be taught to:</b>	<b>Pupils should:</b>	<b>Pupils should:</b>
Ask and answer simple questions about what they have heard.	Show curiosity by voluntarily asking questions about what they have heard or read.	start to frame questions and answers in historically valid ways (eg about change, about differences).
Year 4	Year 5	Year 6
<b>Review Year 3</b>	<b>Review Year 4</b>	<b>Review Year 5</b>
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to use:</b>
Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).	Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).	Regularly ask and answer perceptive questions in historically valid ways.

# CHRONOLOGICAL UNDERSTANDING

Year 1	Year 2	Year 3
<b>Review Year 1</b>	<b>Review Year 1</b>	<b>Review Year 2</b>
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>
Recognise the difference between past and present.	Sequence events and explain their thinking.	<b>Note connections over time.</b>
<b>Use common words and phrases, or answer simple questions to sequence events.</b>	<b>Start to note connections over time.</b>	Date events to the year.
Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.	Date events to the nearest century or era, and occasionally to the year (eg 1066).	

Year 4	Year 5	Year 6
<b>Review Year 3</b>	<b>Review Year 4</b>	<b>Review Year 5</b>
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should:</b>
<b>Note connections, contrasts and trends over time.</b>	<b>Demonstrate historical perspective by explaining contrasts and trends in the short- and long-term.</b>	<b>Establish clear narratives within and across periods, and at local, national and world level.</b>
Use the year confidently to date events, and sometimes the month and day.	Use precise dates and explain why some are significant (eg transport delay, seasonality).	<b>Start to use their secure sense of chronology to inform their wider learning (into KS3).</b>
		Start to use different levels of precision in dating events, and explain why that may be appropriate.

## IDENTIFYING CONTRASTS & TRENDS

Year 1	Year 2	Year 3
Review Year 1	Review Year 1	Review Year 2
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Make simple historical comparisons (eg spot the difference between pictures).	Independently identify similarities and differences between people, places, events and ways of life when the subjects are provided for them.	note connections within and across periods, both those that they study and others they draw on independently.
		Start to comment on historical changes, including suggestions about cause and effect.
		Start to identify themes within and between topics.

Year 4	Year 5	Year 6
Review Year 3	Review Year 4	Review Year 5
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
note connections, contrasts and trends - across time but also between places and cultures.	sequence and structure complex subjects and themes.	compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.
Comment on continuity and change.	Start to suggest reasons for connections over time and across places and cultures.	
Identify themes within and between topics.	Comment on impact and legacy.	

## USING SOURCES

Year 1	Year 2	Year 3
<b>Review Year 1</b>	<b>Review Year 1</b>	<b>Review Year 2</b>
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>
Explain the difference between fiction and non-fiction.		Explain the difference between primary and secondary sources.
Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them.	Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past.	<b>Independently select and use sources to satisfy their curiosity about the past.</b>
<b>Use parts of stories to show that they understand historical events.</b>	<b>Choose and use parts of stories to show that they understand key features of events, (eg through innovating).</b>	Start to show awareness that there are sometimes different versions of what happened.
<b>Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology).</b>	<b>Identify ways in which the past is represented (eg fiction, illustrations, film, song, museum displays).</b>	<b>Explain how the past can often be interpreted to inform opinions.</b>

Year 4	Year 5	Year 6
<b>Review Year 3</b>	<b>Review Year 4</b>	<b>Review Year 5</b>
<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>	<b>Pupils should be taught to:</b>
		Start to understand the idea of 'tertiary' sources.
<b>Select and use sources to construct their own opinions about the past.</b>	<b>Select, organise and use information from more than one source to construct an informed response and/or opinion.</b>	<b>Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.</b>
Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources).	Explain the usefulness and reliability of different sources	Start to use quote marks when using sources for evidence.
Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this.	<b>Start to develop perspective and judgment by explaining how historical 'facts' are often interpreted to support opinions.</b>	<b>Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.</b>
<b>Start to critique other people's opinions about the past.</b>	Accurately summarise other people's opinions about the past.	

# VOCABULARY

Year 1	Year 2	Year 3
	<b>Review Year 1</b>	<b>Review Year 2</b>
<b>Vocabulary for topics (Year 1):</b>	<b>Vocabulary for topics (Year 2):</b>	<b>Vocabulary for topics (Year 3):</b>
transport	empire	ancient
	ancestor	civilisation
<b>Vocabulary for talk (Year 1):</b>	victory	republic
tradition	defeat	exile
research	ally	voyage
(non-fiction)	enemy	navigate
event	withdraw	reign
artefact	conquer	majority
museum	pioneer	
curator		<b>Vocabulary for talk (Year 3):</b>
	<b>Vocabulary for talk (Year 2):</b>	organise
<b>Vocabulary for chronology (Year 1):</b>	document	introduce
long ago	technology	construct
yesterday	archaeologist	supreme
then	excavate	population
when	unearth	tribe
now	strategy	ural/urban
last	similarity	primary/secondary
next	difference	source
before/after	represent	theory
first/second (etc)		myth/legend
days,	<b>Vocabulary for chronology (Year 2):</b>	folklore
months	years (dating system)	narrate
prehistoric	BC/AD	saga
	CE/BCE	epic
	century	survive
	period	infer
	later	clarify
	earlier	equivalent
	since	necessary
	long (after, before)	theme
	at the same time (as)	version
		opinion
		interpret

# VOCABULARY

Year 3 (continued)	Year 4	Year 4 (continued)
	<b>Review Year 3</b>	
<b>Vocabulary for chronology (Year 3):</b>	<b>Vocabulary for topics (Year 4):</b>	<b>Vocabulary for chronology (Year 4):</b>
during	culture	occasion
while	dynasty	accurate
several (years)	crusade	uncertain
more recently	descendant	seldom
millennium	polytheistic	former
age	principal	latter
chronological	monotheistic	cause
approximate		consequence
change	<b>Vocabulary for talk (Year 4):</b>	phase
process	prosper	abrupt
originate	monarchy	decline
trace	aristocracy	trend
	heritage	continuity
	revolution	
	transition	
	develop	
	abolish	
	structure	
	campaign	
	ardent	
	typical	
	unique	
	trivial	
	characteristic	
	conventional	
	eventful	
	intricate	
	assume	
	reliability	
	alternative	
	critique	
	summarise	
	contrast	

# VOCABULARY

Year 5	Year 5	Year 6
<b>Review Year 4</b>		<b>Review Year 5</b>
<b>Vocabulary for topics (Year 5):</b>	<b>Vocabulary for chronology (Year 5):</b>	<b>Vocabulary for topics (Year 6):</b>
mass	contemporary	economy
propaganda	epoch	revenue
neutrality	inevitable	civic
suffrage	prior	succumb
terrain	subsequent	persecute
conservative	enduring	
progressive	legacy	<b>Vocabulary for talk (Year 6):</b>
employ	dominate	demographic
	diminish	hierarchy
<b>Vocabulary for talk (Year 5):</b>	context	doctrine
impact		stance
complex		attribute
sustain		controversy
surpass		prejudice
sparse		robust
abundant		authentic
capacity		plausible
obstacle		appropriate
futile		analyse
crucial		corroborate
pivotal		discern
exceptional		paraphrase
generalise		epitomise
rigorous		characterise
verify		extrapolate
unintelligible		bias
inform		tertiary
phenomenon		
perspective		<b>Vocabulary for chronology (Year 6):</b>
		simultaneous
		cumulative
		decontextualise

## History Themes

Our history curriculum has been designed to allow our pupils see the 'big picture' by stepping back to see the world as an interconnected whole, whilst also learning about important historical periods and events in more depth. Our curriculum allows for learning knowledge about specific countries and religions, but presents the details in a larger, cross-regional and global context.

Our curriculum also seeks to provide wider cultural understanding, highlighting the world's rich diversity through the exploration of ancient history, and the connections and comparisons across cultures. Our curriculum presents history from a global perspective, seeking to identify common patterns in historical events around the world. This is one-way historians identify patterns is by applying themes to the study of the past.

We have chosen the following themes to underpin our history curriculum. Within lessons, these broad themes will be drawn out to enable children to connect information within their own year groups topics and more widely across historical periods and other subjects, as they progress through their historical journey at St Mary. Children will learn the importance of checking evidence thoroughly, how to use primary and secondary sources to reinforce accounts. They will appreciate that history is a story with many voices.

Theme	Explanation	Cross curricular
<b>Humans and the environment</b>	<ul style="list-style-type: none"> <li>Exploring how the environment shapes human societies including land use.</li> <li>As populations grow and change these, in turn, shape the environment both in positive and negative ways.</li> </ul>	Geography
<b>Cultural developments and interaction</b>	<ul style="list-style-type: none"> <li>The development of ideas, beliefs and religions illustrates how societies view themselves.</li> <li>The interactions of societies and how their beliefs have political, social and cultural implications.</li> </ul>	Religious education and PSHE
<b>Governance</b>	<ul style="list-style-type: none"> <li>Governments maintain order through policies and procedures including crime and punishment, laws.</li> <li>Governments obtain, retain and exercise power in different ways and for different purposes.</li> <li>A variety of internal and external factors contribute to formation, expansion and decline (including rise and fall of empires).</li> </ul>	PSHE British Values
<b>Technology and Innovation</b>	<ul style="list-style-type: none"> <li>Explore human adaptation, creativity and innovation which has resulted in increased efficiency, comfort and security.</li> <li>Technological advances have shaped human history, development and interaction with both intended and unintended consequences.</li> </ul>	Design and technology
<b>Trade and economy</b>	<ul style="list-style-type: none"> <li>As societies develop, they affect and are affect by what that they produce, what they can exchange and consume goods and services</li> </ul>	Geography Design and technology
<b>Social organisation</b>	<ul style="list-style-type: none"> <li>How societies group their members.</li> <li>The norms that govern members</li> <li>The interactions between members that influences of the social, political, social, cultural and economic organisations.</li> </ul>	British values Protected characteristics

## EYFS HISTORICAL EXPERIENCES

During their time in Early Years, pupils will be developing their early understanding of substantive concepts and chronology in a broader sense so during e.g. as historians through Understanding of the World and Speaking they will:

- Offer explanations for why things might happen or why things may have happened, exploring ideas about space and discussing significant people such as Katherine Johnson & Mae Jemison,
- Have opportunities to begin to organise events using basic chronology, recognising that things happened before they were born,
- Comment on images of familiar situations in the past e.g. local area study, toys from the past,
- Compare and contrast characters from stories, including figures from the past such as Florence Nightingale, Mary Anning and Henry VIII.
- Talk about the lives of people around them and their roles in society such as King Charles
- Talk about people they may have encountered within their community, such as the police, the fire service, doctors and teachers. Listen to what pupils say about their own experiences with people who are familiar to them.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Deepen their understanding through a local area study, exploring toys, and events in the past such as the dinosaurs,
- Understand the past through settings, characters and events encountered in books read in class and storytelling traditional tales (good / evil), kings / queens as well as secondary sources such as photos that pupils can sort and classify,
- Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about pupil's experiences with these themes,
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

We offer hands-on experiences that deepen our pupil's understanding, such as visiting local areas of historical importance or visits from Essex Fire Brigade.

Our children in Early Years build firm foundations which enable them to understand historical concepts in Year 1.

Pupils will encounter vocabulary such as:

Today	Parent	Yesterday	Memory	New/recent
The present	Grandparent	The past	Future	Month
Day	Clue	Week	Lifetime	Before I was born
Long ago	Calendar	Materials	Old/new	Timeline

## Cycle A

TERM / ENRICHMENT	EYFS Understanding the World	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn	<b>‘What is Our Local Area Like?’ Humanities: Local Area Study Geography &amp; History</b>			
	<p>Begin to make sense of their own life-story and family’s history</p> <p>Comment on images of familiar situations in the past.</p> <p>Images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Books we may encounter: Starting School, Lulu goes to School, The Colour Monster goes to School. Farmyard Hullabaloo</p>	<p>Pupils will be taught fieldwork and observational skills as they study the geography of the school, the grounds and the key human and physical features of the surrounding environment.</p> <p>Pupils will compare their local area knowledge with Waisi in Ghana.</p> <p>Pupils will research how people in our community lived in the past. They will explore local historical events and how these, in turn, have shaped national and international history.</p>	<p>Pupils will be building on the knowledge and understanding of fieldwork and observational skills as they study the geography of the school, the grounds and the key human and physical features of the surrounding environment.</p> <p>Pupils will explore the heritage of our community and visit St Mary’s Church; debating whether the past is worth preserving. Make comparisons to London and Woodham Ferrers.</p> <p><b>Britain in the First World War</b> <i>Pupils will learn about learn about the significant events, leaders, dates, and issues around the First World War.</i></p> <p><i>They will use the text Farm Boy as a driver text to deepen their understanding of significant events in WWI</i></p> <p>Significant Person: David Lloyd George (WW1)</p>	<p>Pupils will be building on the knowledge and understanding of fieldwork and observational skills as they study the geography of the school, the grounds and the key human and physical features of the surrounding environment.</p> <p>Pupils will explore the significance of the countryside surrounding the school and the links to economy in the past and compare and contrast to present day.</p> <p>Make comparisons to London and Woodham Ferrers. Consider how prominent landmarks like castles and historic houses in Essex have developed over time can tell us a lot about how people's daily lives have changed.</p> <p><b>The World Wars</b> <i>Pupils will learn about learn about the significant events, leaders, dates, and issues around the Second World War building on their knowledge of WWI.</i></p> <p>Significant Person: Winston Churchill &amp; Nancy Wake (WW2)</p> <p><i>They will use the text War Horse as a driver text to deepen their understanding of significant events in WWI and build on last year’s learning.</i></p>
ENRICHMENT OPPORTUNITIES	Writtle College / Hyde Hall / Royal British Legion / St Mary’s Church			

<p style="text-align: center;"><b>Spring</b></p>	<p><b>Toys and hobbies</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Books we may encounter Dogger, The Toy Maker, Lost in the Toy Museum, The Toy Shop, Brown Paper Bear</p>	<p><b>Toys from the Past</b> Technology and Innovation <i>Pupils will compare two toys from different time periods, identifying similarities and differences and begin to suggest reasons for this.</i></p> <p><i>In their visit to the Chelmsford Toy Museum, pupils will compare materials used in old and new toys, investigate mechanisms, experiment with optical toys and have fun playing with their replica 'old' toys.</i></p>	<p><b>Through the Ages – Stone Age through to the Iron Age</b> Humans and the Environment <i>Pupils will learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history.</i></p> <p>Technology and Innovation / Cultural Development and Interaction <i>As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age.</i></p> <p>Explore significant person: Cheddar Man <i>Mesolithic hunter-gatherer</i></p>	<p><b>Discrimination &amp; British Civil Rights</b> Cultural Development and Interaction <i>Pupils will learn about the Suffragette movement and the political and cultural implications on British Civil Rights. They will build upon their understanding of discrimination.</i></p> <p>Social organisation <i>Pupils will learn about the political and social background in Britain and some recent civil rights heroes, such as Doreen Lawrence, Darcus Howe, Afua Hirsch, Leslie Thomas QC and Diane Abbott.</i></p> <p>Trade and Economy <i>Pupils will revisit their learning about The Slave Trade.</i></p> <p>Significant Person: Emmeline Pankhurst</p> <p>Pupils will also build upon their understanding of protected characteristics and British Values.</p>
<p><b>ENRICHMENT OPPORTUNITIES</b></p>	<p>Toys and Childhood exhibition – Chelmsford Museum</p>			<p>Links to Art Curriculum</p>
<p style="text-align: center;"><b>Summer</b></p>	<p><b>Space</b> Compare and contrast characters from stories, including figures from the past.</p> <p>We will learn about famous astronauts.</p> <p>Books we may encounter: Laika Astronaut Dog, One Giant Leap, Whatever Next.</p>	<p><b>Space / Significant Explorers</b> Technology and Innovation <i>Pupil will learn how technological advances have shaped human history, development and interaction with both intended and unintended consequences.</i></p> <p>Humans and the Environment <i>Pupil will learn about why some people in history are considered to be significant, as well as significant</i></p>	<p><b>Ancient Egypt</b> Social organisation <i>Pupils will study the complex social structure of the Egyptian Hierarchy and compare and contrast to the structure in England. Pupils will explore British Values: mutual respect and tolerance - as pupils discover about the different beliefs, practices, achievements and everyday way of life of the Ancient Egyptians they develop their respect for others with differing lives and beliefs.</i></p>	<p><b>Ancient Greece</b> Cultural Development and Interaction / Governance <i>Pupil will learn about life for women in Ancient Greece and compare and contrast to modern day. Pupils will explore British Values when learning about Ancient Greek democracy and ostracism. Pupils will learn about the four most common systems of Ancient Greek Government.</i></p> <p>Social organisation</p>

		<i>explorers from different times in history such as Neil Armstrong, Mae Jemison and Felicity Ashton.</i>	<p>Technology and Innovation <i>Pupils will study the achievements of this ancient civilisation such as the construction of pyramids, development of hieroglyphic writing and advancements in medicine and surgery.</i></p> <p>Cultural Development and Interaction <i>Pupils will study the architecture, art, and religious beliefs. Pupils will explore how job roles have changed since the Ancient Egyptian period.</i></p> <p>Explore significant person: Tutankhamun</p>	<p><i>Pupils will study the culture and civilisation of the ancient Greeks. Pupils will learn about the main social classes of ancient Greece and compare and contrast to social organisation in England.</i></p> <p>Humans and the Environment <i>Pupil will learn about the physical features of Greece. How landform and climate have determined and influenced many of the political economic and social developments.</i></p>
<b>ENRICHMENT OPPORTUNITIES</b>	Spaceman Mike		<p>Virtual visit to the British Museum - Digital session Decoding ancient Egyptian tomb painting</p>	STM Host the Olympic Games

## Cycle B

TERM / ENRICHMENT	EYFS <b>Understanding the World</b>	Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Autumn</b>	<p><b>Houses</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Present children with pictures, stories, artefacts linking to houses from the past, explaining similarities and differences. Images, photos, secondary sources, construction area to make houses</p> <p>Books we may encounter: Peepo, The House That Once Was, Our House, A Place Called Home, The Can Caravan.</p>	<p><b>Great Fire of London</b> <i>Learn about events beyond living memory that are significant nationally or globally.</i></p> <p>Humans and the Environment <i>Pupils will study the change in London's landscape over time. Explore changes within living memory.</i></p> <p>Technology and Innovation <i>Explore how the houses were built / compare and contrast to modern day. Fire Service, safety and materials used compared to now.</i></p> <p>Cultural developments and interaction <i>Use historical sources to explore the lives and differences between</i></p>	<p><b>The Terrible Tudors</b> Social organisation <i>Pupils will learn about the feudal system and the roles that men and women had in the Tudor period.</i></p> <p>Governance <i>Pupils will learn about the six Tudor monarchs with a particular focus on their significant person, Henry VIII. Pupils will learn about crime and punishment and compare and contrast this to modern Britain.</i></p> <p>Cultural developments and interaction <i>Pupils will learn about the significant religious changes in England.</i></p> <p><b>Britain in the First World War</b></p>	<p><b>Flight or Fight</b> Technology and Innovation <i>Pupils will explore the history of aviation with key developments in flight, from Da Vinci's first drawings of his flying machine in 1490, to the Wright Brothers' first military airplane in 1908 to experiments with airships, from rocket missile tests to spacecraft.</i></p> <p>Governance <i>Pupils will explore significant individuals and events and build on their understanding of the World Wars.</i></p> <p>Significant people: <i>Douglas Bader</i></p> <p><i>The Wright Brothers - Orville and Wilbur Wright</i></p>

		<i>rich and poor communities.</i>	<i>Pupils will learn about learn about the significant events, leaders, dates, and issues around the First World War. They will use the text Private Peaceful as a driver text.</i>	<i>Famous artist, scientist and inventor, Leonardo da Vinci</i>  <b>The World Wars</b> <i>Pupils will learn about learn about the significant events, leaders, dates, and issues around the Second World War building on their knowledge of WWI.</i>  <i>They will use the text Friend or Foe as a driver text to deepen their understanding of significant events in WWI</i>
<b>ENRICHMENT OPPORTUNITIES</b>		Links to Design Technology	New Hall School	IWM Duxford
<b>Spring</b>	<p><b>England</b> Talk about the lives of people around them and their roles in society e.g. family members, people who help us, current monarch. Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Understand the past through settings, characters and events encountered in books read in class and storytelling e.g. <i>Katie in London, Paddington at the Palace. My great Grandpa. Coming to England / My Two Grannies (Floella Benjamin)</i></p> <p><b>ENRICHMENT OPPORTUNITIES</b> Visits from Grandparents</p>	<p><b>The United Kingdom</b> Social organisation Trade and Economy <i>Pupils will be taught about the structure of the Royal Family and the lives of significant individuals in the past who have contributed to national and international achievements such as Queen Victoria I, The Slave Trade and children’s right to an education.</i></p> <p>Governance <i>Significant Person: Henry VIII (significant historical person in our locality) and Robert the Bruce.</i></p> <p><i>Pupils will be taught about British Values.</i></p>	<p><b>The Roman Empire</b> Trade and Economy <i>Pupils will learn why trade was vital to Ancient Rome. They will explore land and sea routes and learn about the significance of the road.</i></p> <p>Social organisation <i>Pupils will learn about the social structure of ancient Rome and make comparison to other periods they have learnt about in history.</i></p> <p>Governance <i>Pupils will learn about the political system and how the ancient Roman civilization contributed to modern day government.</i></p> <p>Significant Person: Julius Caesar</p>	<p><b>Kingdom of Benin</b> A non-European society (contrasts with British History)</p> <p>Governance <i>Pupils will learn about Oba of Benin and the structure of government. Pupils will consider what brought the Edo people to the rainforests of Benin and how their empire grew.</i></p> <p>Cultural Development and Interaction <i>Pupils will study the Edo rulers, everyday life, religion and worship, trading currencies and routes and music and art.</i></p> <p>Social organisation <i>Pupils will study Benin culture in the period 900 to 1300, and contrast features of this West African society with contemporary developments in British history.</i></p>

				<i>Pupils will explore the famous creation story of Olorun and Obatala as well as other gods that were worshipped and the shrines that were built to give them offerings.</i>
<b>Summer</b>	<p><b>Dinosaurs</b> Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>Role play as archaeologists, sand tray dig finds.</i></p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p>	<p><b>Heroes &amp; Heroines</b> Technology and Innovation <i>Pupils will learn about Grace Darling and Frank Bailey as their significant people.</i></p> <p><i>Pupils will compare ships and lighthouses from the 19<sup>th</sup> Century through to modern day.</i></p> <p><i>Pupils will make links to their previous topic of <b>Great Fire of London</b> when learning about Frank Bailey.</i></p>	<p><b>Conquering the Kingdom of England – The Vikings and Anglo-Saxons</b> Humans and the Environment <i>Pupils will learn about the concept of invasion, kings &amp; leaders</i></p> <p>Governance <i>Pupils will use historical evidence such as Nennius, Anglo-Saxon Chronicle and images and depictions of Alfred to assess different views about Alfred and how and why they might differ.</i></p> <p><i>Pupils will learn about trade, clothing, political systems, religion, rule of law</i></p> <p>Cultural developments and interaction <i>Pupils will build upon their understanding of formation of the United Kingdom and how Saxons and Vikings and Scots contributed to the development of institutions, culture and ways of life in the country.</i></p> <p>Significant Person: Alfred the Great</p>	<p><b>Early Islamic Civilization - Islamic city of Baghdad</b> Cultural developments and interaction <i>Pupils will explore the ‘Round City’, compare and contrast daily life in Baghdad and Anglo-Saxon England as well as examining and evaluating historical sources. Pupils will explore the Islamic civilisation from CE 900 and compare it to Western Europe using ancient and modern maps.</i></p> <p>Social organisation <i>Pupils will explore the influence on our own history and society of ancient Islamic civilisation.</i></p> <p>Governance <i>Pupils will learn about the history of important aspects of Islam, such as the Quran and hadiths, Hajj, the observance of Ramadan and the festival of Eid al-Fitr.</i></p>
<b>ENRICHMENT OPPORTUNITIES</b>	Fossil hunting	Water safety presentation from the RNLI		