



History at Grove Church of England Primary

Revised 2022



LONG TERM PLAN

“History does not belong to us; we belong to it.”

Hans-Georg Gadamer

Intent

At Grove, we teach History with the intention of allowing our children to gain a sense of their own place in the passage of time. Our History curriculum enables our children to develop an appreciation of the impact of historical events and people, as well as an awareness of how these things have shaped our present and will continue to shape our futures.

At Grove, our children...

- Develop a broad vocabulary of historical terms.
- Empathise with historical figures and the events they experienced, but also critically evaluate their decisions and behaviour.
- Identify links and contrasts between events at different places and times in history.
- Make comparisons between our present life experiences and the experiences of others in the recent and distant past.
- Explore, investigate and compare different texts, images and objects and other sources.
- Visit historical sites and museums.
- Add to their timelines in their books.
- Use different methods to demonstrate their knowledge and understanding, such as written explanations, recounts, pictures, drama, sculpture, and cookery.

Implementation

History is taught in termly blocks throughout the year, so that children develop a deeper understanding and depth to their learning. Teachers understand the key knowledge and skills of each topic and consideration has been given to ensure progression throughout each year group across the school. Lessons have been broken down into small manageable steps to support the children with remembering more. The History curriculum uses Curriculum Companion as a framework with specific focus on the Knowledge Themes:

Chronology



Location



Society



Artefacts



as well as the additional theme of **Beliefs** in KS2.



By the end of year 6, children will be secure in drawing comparisons and making connections between different time periods and their own lives. They will have a good sense of chronological understanding of British history from the Stone Age to the present day. The curriculum is built on

chronological progression of events and civilisations where possible with reference to prior learning being an explicit part of teaching.

Enhancements

Educational visits are a key part of our history curriculum, and we aim to link these to our curriculum topics, since they offer the opportunity for teachers to plan for additional history learning outside the classroom.

Our children have explored local museums, sites and had visitors into school to share learning and have hands on experiences. These are noted in the Enrichments section in the knowledge overview. Specific historical events are recognised in Collective Worship and as a whole school (Remembrance Day, Martin Luther King Day) so that all children are aware of the impact of historical events on their lives on a year-round basis.





Impact

Throughout their study of history at Grove CE Primary School pupils will be engaged in history lessons and want to find out more. Pupils will:











- Develop knowledge about when and where important historical periods took place and compare them with other known eras
- Know some of the important historical figures and events from the past
- Understand why the world now is shaped due to events from history
- Recognise that the world was different in different historical periods and be able to compare them with modern life
- Have a love and passion for finding out about different cultures and time periods










	Term 1	Term 3	Term 5
EYFS	Grandparents do in their childhood? (Toys) Bonfire Night	Ernest Shackleton, Amundsen and Scott Stories from the Past (Nursery Rhymes)	Dinosaurs and Fossils
Year 1	Famous Monarchs	Nursing	The Story of our High Street
Year 2	Great Fire of London	Trains	Historical Women
Year 3	Stone Age	Bronze Age and Iron Age	Romans
Year 4	Anglo Saxons	Vikings	Egyptians
Year 5	Victorians	Blenheim Palace	Greeks
Year 6	Aztecs	Oxford Castle	World War II







EYFS

Over the year		Knowledge	Skills	Vocabulary
<p>National Curriculum: 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.</p>		<ol style="list-style-type: none"> 1. Know that their parents and grandparents were born before they were and have had experiences that were different to theirs 2. Know that dates tell us when something happened and be able to name some (birthdays etc) 3. Know that some pictures show what happened a year ago or more 4. Know some artefacts (cars, technology, toys, books) are older than they are and have changed 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Comment on images of familiar situations in the past. • Order basic events in chronological order • Compare and contrast characters from stories, including figures from the past. 	<p>History Past Change Family Father Mother Grandparents</p>
				<p>Enrichment</p> <ul style="list-style-type: none"> • Visit to Vale and Downland Museum
Society 	Location 	Chronology 	Artefacts 	







Year 1






	Knowledge	Small Steps	Vocabulary	
<p>Autumn FAMOUS MONARCHS</p> <p>National Curriculum: Events beyond living memory that are significant nationally or globally.</p> <p>Changes within living memory.</p> <p>Significant historical people in their own locality.</p> <p>Prior Learning: EYFS People who help us Stories from the Past</p> <p>Future Learning: Y2 Great Fire of London Y4 Vikings Y5 Victorians Y6 Oxford Castle</p> <p>British Value: Respect and Tolerance</p> <p>SMSC: Social Spiritual</p>	<p>To know about Queen Elizabeth I and Tudor life.</p>  	<ul style="list-style-type: none"> To know what a monarch/monarchy is To know when she reigned To know the era she lived was called Tudor times To know she never married because she was married to her country 	<p>monarch monarchy legacy politics political memorial reign coronation decade government tradition Carolean era</p>	
	<p>To know about Queen Victoria and the Victorian period.</p>  	<ul style="list-style-type: none"> To know when she reigned To know she was the first to live in Buckingham Palace To know the era was called Victorian times To know that she was a powerful leader that conquered many countries known as the colonies To know the seven major changes that occurred during the Victorian period (Britain became richest country, water and electricity were given to towns, changing work laws, railways were used more, all children could go to school, seaside holidays became very popular and the Great Exhibition showed new inventions and artwork) 		
	<p>To know about Queen Elizabeth II and the Elizabethan age.</p>  	<ul style="list-style-type: none"> To know when she reigned To know the era was called the Elizabethan age To know that she was the longest reigning monarch in British history To know that she celebrated silver, golden and diamond and platinum jubilees To know that the countries that were part of the colonies are known as the Commonwealth countries 		
	<p>To compare Tudor, Victorian and Elizabethan times.</p> 	<ul style="list-style-type: none"> To know the main differences between the time periods – town conditions, jobs, education, clothing and travel options, food and houses 		<p>Enrichment Visit to King Alfred Statue</p> <p>Visit to Vale and Downland Museum (focus on King Alfred)</p> <p>Look at local Tudor houses</p>
	<p>To know who King Alfred was, when he was alive, when he reigned and why he is significant to Wantage.</p> 	<ul style="list-style-type: none"> To know when he reigned To know that he was born in Wantage To know that he was never supposed to be king because he had four older brothers To know that he was known as the king of Wessex – an area in southwestern England He is the only king in British history with the title 'Great' 		
<p>To know about King Charles III, where he lives and the Carolean period.</p>  	<ul style="list-style-type: none"> To know that he became king when Queen Elizabeth died on September 8th, 2022 To know that his coronation was held on May 6th, 2023 To know that the era is called the Carolean age To know that he was the longest serving Prince of Wales To know that he has two sons, William and Harry To know that he was married to Princess Diana and is now married to Camilla Parker Bowles 			






	Knowledge	Small Steps	Vocabulary
<p>Spring NURSING</p> <p>National Curriculum: Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Prior Learning: EYFS People who help us Stories from the Past</p> <p>Future Learning: Y2 Historical Women Y5 Victorians Y6 WW2</p> <p>British Value: Respect and Tolerance Rule of Law Democracy</p> <p>SMSC: Moral Social Cultural</p>	<p>To know what makes a person significant.</p> 	<ul style="list-style-type: none"> To talk about the significant people in their own lives. To recognise significant people from history To know that nurses are significant and why 	<p>Significant Nurse Florence Nightengale Mary Seacole Edith Cavell Controversial Red Cross Compare Comparison Similarities Differences</p> <p>Visit to Wantage Hospital</p>
	<p>To know who Florence Nightengale was and how she improved nursing.</p>  	<ul style="list-style-type: none"> To know who Florence Nightengale was To know about her life and key events that shaped it To know that she helped soldiers To know that her actions had a positive impact on nursing today 	
	<p>To know who Mary Seacole was and how she improved nursing.</p>  	<ul style="list-style-type: none"> To know who Mary Seacole was To know about her life and key events that shaped it To know that she helped soldiers To know that her actions had a positive impact on nursing today 	
	<p>To know who Edith Cavell was and how she improved nursing.</p>  	<ul style="list-style-type: none"> To know who Edith Cavell was To know about her life and key events that shaped it To know that she helped soldiers on both sides of the war To know that her actions had a positive impact on nursing today 	
	<p>To compare the lives of different nurses.</p> 	<ul style="list-style-type: none"> To know the main similarities and differences between the nurses 	
	<p>To persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell.</p> 	<ul style="list-style-type: none"> To know how the historic nurses have had an impact on nursing today To know how they are remembered 	

	Knowledge	Small Steps	Vocabulary
<p>Summer STORY OF OUR HIGH STREET</p> <p>National Curriculum: Significant historical events, people and places in their own locality.</p> <p>Prior Learning: EYFS What did our grandparents do in their childhood?</p> <p>Future Learning: Y2 Great Fire of London Y3 Stone Age. Bronze Age Y5 Victorians</p> <p>British Value: Rule of Law</p> <p>SMSC: Social Moral</p>	<p>To know what life was like before now (in the 1950s).</p> 	<ul style="list-style-type: none"> To know what a decade is To use photographs to look for clues about what life was like in the 1950s 	<p>high street town centre local packaging logos material past present compare decade</p>
	<p>To know that Wantage marketplace has changed.</p> 	<ul style="list-style-type: none"> To know where Wantage marketplace is To know that the marketplace has changed To know how the marketplace has changed 	
	<p>To know what kind of shops there were in the past in the locality.</p> 	<ul style="list-style-type: none"> To know that the shops have changed around the marketplace 	
	<p>To know what it was like to shop for food in the past.</p> 	<ul style="list-style-type: none"> To know that food was bought from the market, locally owned shops and farmers To know that shopping was done daily To compare shopping then and now 	<p>Enrichment Visit to Wantage market square on market day.</p>
	<p>To know how food used to be packaged and compare it to how it is packaged now.</p> 	<ul style="list-style-type: none"> To know that items were bought from an assistant in a shop To know that self-service shops were introduced in the 1950s To compare packages then and now 	
	<p>To know how people paid for products in the past and how this is done now.</p> 	<ul style="list-style-type: none"> To know that shopping was paid for with cash To compare how people pay then and now 	







Year 2









	Knowledge	Small Steps	Vocabulary
<p>Autumn GREAT FIRE OF LONDON</p> <p>National Curriculum: Events beyond living memory that are significant nationally or globally.</p> <p>Prior Learning: EYFS What did grandparents do in their childhood? Y1 The Story of our High Street</p> <p>Future Learning: Y3 Stone Age, Bronze Age, Iron Age, Romans Y4 Anglo Saxons, Vikings, Romans, Y5 Victorians and Greeks Y6 Aztecs, WW2</p> <p>British Value: Rule of Law Democracy</p> <p>SMSC: Social Moral Cultural</p>	<p>To compare past and present London</p> 	<ul style="list-style-type: none"> To know what the houses and buildings are made of in present day London. To know that the houses and buildings were made of in past London. To compare past and present London. 	<p>Samuel Pepys significant Diary Tudors River Thames Flames Axe Bakers Thomas Farriner Leather bucket Escape Thatched roof King Charles II St Paul's Cathedral</p>
	<p>To explain how people live now is different to how people lived in 1666.</p> 	<ul style="list-style-type: none"> To know about some of the different jobs that people in the 17th century had. To know about some of the different jobs people have today. To know about firefighters from 1666, the skills and equipment they had. To know about firefighters today, the skills and equipment they had. 	
	<p>To order the events of the Great Fire of London</p> 	<ul style="list-style-type: none"> To know when and where the fire started. To know how the fire spread so quickly. To know how the people tried to put out the fire. To know how and when the fire was extinguished. 	
	<p>To explain how we know about the Great Fire of London</p> 	<ul style="list-style-type: none"> To know that there were no photos of The Great Fire of London. To know who Samuel Pepys was and why he was significant. To know that there are different sources to find out about The Great Fire of London. 	<p>Enrichment Visit to local fire station or from local fire fighters.</p> <p>To build and burn London.</p>
	<p>To explain how London changed after the Great Fire.</p> 	<ul style="list-style-type: none"> To know who King Charles II was and why he was significant. To know what happened after the fire – the houses were built further apart, the houses were built without the upper floor that 'juted out', the houses were made of bricks and the roads were wider and straighter. 	
	<p>To describe London before, during and after the Great Fire.</p> 	<ul style="list-style-type: none"> To know what London was like before the fire – focussing on what enabled the fire to spread quickly. To know what London was like during the fire – focussing on the order of events. To know what London was like after the fire – focussing on the changes that were made because of the fire. 	







	Knowledge	Small Steps	Vocabulary
<p>Spring TRAINS</p> <p>National Curriculum: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality</p> <p>Prior Learning: EYFS Shakleton, Amundson and Scott Stories from the Past</p> <p>Future Learning: Y3 Romans Y4 Anglo Saxons, Vikings Y5 Victorians Y6 WW2</p> <p>British Value: Democracy</p> <p>SMSC: Social</p>	<p>To know about George Stephenson</p> 	<ul style="list-style-type: none"> To know who George Stephenson was. To know about his life and key events that shaped it. To know that he made the first steam railway locomotive. To know that he was the engineer on most of the new railways. To know that his inventions had a positive impact on travelling today. 	<p>George Stephenson Engineer Locomotive Steam engine Isambard Brunel Industrial Revolution Similarities Differences</p>
	<p>To know what a steam engine is and the impact that it had.</p> 	<ul style="list-style-type: none"> To know that a steam engine is an external combustion engine – fire make the heat outside of the engine. to know the advantages of the steam train. To know that trains had a positive impact on people’s lives. 	<p>Enrichment</p> <p>Visit to STEAM in Swindon or Didcot Railway</p>
	<p>To know about Isambard Brunel</p> 	<ul style="list-style-type: none"> To know who Isambard Brunel was. To know about his life and key events that shaped it. To know that he was the engineer on different projects such as the Thames Tunnel, the Box Tunnel and the Chepstow Railway Bridge. To know that he designed railways in other countries – Italy, Australia and India. To know that his work had a positive impact on travelling today. 	
	<p>To compare past, present and future trains</p> 	<ul style="list-style-type: none"> To know the key similarities between old and new trains To know the key differences between old and new trains To predict how trains might change in the future 	
	<p>To know about the Grove train station</p> 	<ul style="list-style-type: none"> To know that there was a train station where the Volunteer Pub is To know that it opened in 1846 and closed in 1964 To know why the train station was important for the local residents 	

	Knowledge	Small Steps	Vocabulary
<p>Summer HISTORICAL WOMEN</p> <p>National Curriculum: Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Prior Learning: EYFS Stories from the Past Y1 Famous Monarchs, Nursing</p> <p>Future Learning: Y5 Victorians Y6 WW2</p> <p>British Value: Democracy Individual Liberty Rule of Law Respect and Tolerance</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To learn about the suffragette movement and the impact it had.</p> 	<ul style="list-style-type: none"> To know who the Suffragettes were. To know that the Suffragettes fought for women to have the right to vote. To know that they organised rallies, protests and gave speeches. 	<p>Suffragettes Martyr Rosa Parks American Civil Rights Movement segregation Emily Davison Emmeline Pankhurst Rallies Protests</p>
	<p>To learn about Emily Davison and her impact on women's rights</p> 	<ul style="list-style-type: none"> To know who Emily Davison was. To know about her life and key events that shaped it. To know that her actions had a positive impact on women's rights today. 	
	<p>To learn about Emmeline Pankhurst and her impact on women's rights</p> 	<ul style="list-style-type: none"> To know who Emmeline Pankhurst was. To know about her life and key events that shaped it. To know that her actions had a positive impact on women's rights today. 	
	<p>To know about Rosa Parks and her impact on the civil rights movement</p> 	<ul style="list-style-type: none"> To know who Rosa Parks was. To know about her life and key events that shaped it. To know that her actions had a positive impact on the American Civil Rights Movement. 	
	<p>To compare the lives of Emily Davison, Emmeline Pankhurst and Rosa Parks</p> 	<ul style="list-style-type: none"> To know the key similarities between the three women. To know the key differences between the three women. To know why the three women are important in history and the impact that they have had on our lives today. 	









Year 3







	Knowledge	Small Steps	Vocabulary
<p>Autumn STONE AGE</p> <p>National Curriculum: Changes in Britain from the Stone Age to the Iron Age</p> <p>Prior Learning: EYFS Stories from the Past</p> <p>Future Learning: Y3 Bronze Age, Iron Age, Romans Y4 Anglo Saxons, Vikings Y5 Greeks Y6 Aztecs</p> <p>British Value: Respect and Tolerance Democracy</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To know when the Stone Age took place and some important events.</p> 		<p>ancestor climate nomadic archaeologist density migrate flint hunter-gatherer</p> <p>Enrichment Trip to Stonehenge</p>
	<p>To learn about life in Stone Age times</p> 	and learn what the term “hunter-gatherers” means.	
	<p>To know about the Stone Age food</p> 		
	<p>To know about Stone Age settlements</p> 	and what houses looked like by studying the settlement and artefacts of Skara Brae.	
	<p>To know about Stone Age tools</p> 	by exploring the Oldowan toolkit.	
	<p>To use sources to learn about the Stone Age</p> 	including Stonehenge and create a cave painting.	








	Knowledge	Small Steps	Vocabulary
<p>Spring BRONZE AGE and IRON AGE</p> <p>National Curriculum: changes in Britain from the Stone Age to the Iron Age</p> <p>Prior Learning: EYFS Stories from the Past Y3 Stone Age</p> <p>Future Learning: Y3 Romans Y4 Anglo Saxons, Vikings Y5 Greeks Y6 Aztecs</p> <p>British Value: Respect and Tolerance Democracy</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To know the main events and achievements of the Bronze Age.</p> 		<p>ancient trade custom hoard technology fortified</p>
	<p>To understand what made the Bronze Age significant.</p> 		
	<p>To know about trade.</p> 		
	<p>To know about hoards.</p> 		
	<p>To know significant Bronze Age sites in the locality.</p> 		
	<p>To understand that the Bronze Age happened across the world.</p> 		
	<p>To know the main events and achievements of the Iron Age.</p> 		
	<p>To know why tribes built hill forts.</p> 		

	Knowledge	Small Steps	Vocabulary
<p>Summer ROMANS</p> <p>National Curriculum: The Roman Empire and its impact on Britain.</p> <p>Prior Learning: EYFS Stories from the Past Y3 Stone Age, Bronze Age, Iron Age</p> <p>Future Learning: Y4 Anglo Saxons, Vikings Y5 Greeks Y6 Aztecs</p> <p>British Value: Respect and Tolerance Democracy</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To explain the spread of the Roman empire and recall key facts about the invasion of Britain.</p> 		<p>Empire Emperor forum dictator sanitation slave mosaic gladiator Boudicca Villa Hypocaust Frigidarium Caldarium</p> <p>Enrichment Visit to Corinium Museum or Chedworth Villa or North Leigh Roman Villa</p>
	<p>To know about Roman roads.</p> 	<p>why the Romans built new roads in Britain, know where some of the main roads ran to and from and know how the roads were made.</p>	
	<p>To know how the Roman empire affected different people.</p> 	<p>and how they felt and reacted to the changes that were being made.</p>	
	<p>To know about Emperor Hadrian.</p> 	<p>a was, say when, how and why he built a wall and explain the features of the wall.</p>	
	<p>To know about religious beliefs.</p> 	<p>the Romans had and know about some of the gods and goddesses that they worshipped.</p>	
	<p>To know about Roman baths.</p> 	<p>were and know about the different amenities they contained.</p>	






Year 4






	Knowledge	Small Steps	Vocabulary
<p>Autumn ANGLO SAXONS</p> <p>National Curriculum: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Prior Learning: EYFS Stories from the Past Y3 Stone Age, Bronze Age, Iron Age, Romans</p> <p>Future Learning: Y4 Vikings Y5 Greeks Y6 Aztecs</p> <p>British Value: Respect and Tolerance Democracy</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To find out how we know about the past.</p> 		<p>Descendants Conquered Stability Collapse Chaos Upheaval Consequences Independent Allegiance Medieval Legacy Christianisation Pagan Literature</p>
	<p>To find out about Anglo-Saxon migration.</p> 		
	<p>To find out who the Picts and Scots were and where they lived.</p>  		
	<p>To use a range of artefacts to find out about Anglo-Saxon life.</p> 		<p>Enrichment Visit to White Horse Hill and the Wayland Smithy</p>
	<p>To explore Anglo-Saxon society and culture.</p> 		
	<p>To know about paganism and the spread of Christianity in Britain.</p> 		
	<p>To use historical evidence to draw a conclusion about the person buried at Sutton Hoo.</p> 		







	Knowledge	Small Steps	Vocabulary
<p>Spring VIKINGS</p> <p>National Curriculum: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Prior Learning: EYFS Stories from the Past Y3 Stone Age, Bronze Age, Iron Age, Romans</p> <p>Future Learning: Y4 Vikings Y5 Greeks Y6 Aztecs</p> <p>British Value: Respect and Tolerance Democracy Rule of Law</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To explain when and where the Vikings came from and why they raided Britain.</p> 		<p>Scandinavia Explorers Colonised Evidence Raid Seaborne Navigation Symmetrical Reputation Colonisation Volatile descendant</p>
	<p>To compare the significance of some Anglo- Saxon kings.</p> 	<p>during the Viking period including the impact that King Alfred had on Anglo Saxon rule.</p>	
	<p>To know how Vikings travelled.</p> 	<p>including knowing the different parts of the longships, and what made them good explorers.</p>	
	<p>To know why Vikings were good warriors.</p> 		
	<p>To know about Viking beliefs.</p> 		
	<p>Know that the Vikings had a wider reach than just England.</p> 	<p>and that they colonised different parts of the world (Leif Ericksson)</p>	

	Knowledge	Small Steps	Vocabulary
<p>Summer EGYPTIANS</p> <p>National Curriculum: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared - Ancient Egypt.</p> <p>Prior Learning: EYFS Stories from the Past Y3 Stone Age, Bronze Age, Iron Age, Romans</p> <p>Future Learning: Y4 Anglo Saxons, Vikings Y5 Greeks Y6 Aztecs</p> <p>British Value: Respect and Tolerance Democracy</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To know who the Ancient Egyptians were and when they lived.</p> 		<p>Hieroglyphs Tutankhamen Pyramid Tomb Religion Archaeologists Nile Irrigation Fertile Immortality Ritual Canopic jar Sarcophagus Mummy Afterlife Preserve Embalmed Pharaoh Polytheism Ashmolean</p>
	<p>To know how the Ancient Egyptians used the Nile.</p> 	for farming, trade, transport, food and raw materials.	
	<p>To know that a pharaoh and how he ruled.</p> 	was the overall ruler of Egyptian society and that it was built on a hierarchy.	
	<p>To know that the Ancient Egyptians believed in more than one God.</p> 		
	<p>To know that the Egyptians communicated in hieroglyphics.</p> 		
	<p>To know how the Ancient Egyptians prepared a body for burial.</p> 		
	<p>To know about the discovery of Tutankhamun's tomb.</p> 	and its significance in understanding more about the Ancient Egyptians.	







Year 5









	Knowledge	Small Steps	Vocabulary
<p>Autumn VICTORIANS</p> <p>National Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Prior Learning: EYFS Stories from the Past Y1 Famous Monarchs, Nursing Y2 Historical Women Y3 Stone Age, Bronze Age, Iron Age, Romans Y4 Anglo Saxons, Vikings, Egyptians</p> <p>Future Learning: Y5 Greeks Y6 Aztecs</p> <p>British Value: Respect and Tolerance Democracy Rule of Law</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To find out about the life of Queen Victoria and who the Victorians were.</p> 		<p>Workhouses Revolution Industry Dunce Punishment Wilberforce Orphan Abacus Governess Cane Slum Poverty</p>
	<p>To find out what the Industrial Revolution was and how it affected Britain.</p> 		
	<p>To find out about important inventions of the Victorian era.</p> 		<p>Enrichment Visit to Vale and Dowland Museum (focus on Victorian life)</p>
	<p>To find out about health, disease and medicine in Victorian Britain.</p> 		
	<p>To find out what the Victorians did during their leisure time.</p> 		






	Knowledge	Skills	Vocabulary
<p>Spring BLenheim PALACE</p> <p>National Curriculum: A local history study - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Prior Learning: EYFS Stories from the Past Y1 Famous Monarchs, The Story of our High Street Y2 Trains Y3 Iron Age Y4 Anglo Saxons Y5 Victorians</p> <p>Future Learning: Y6 Oxford Castle, WW2</p> <p>British Value: Respect and Tolerance</p> <p>SMSC: Social Cultural</p>	Visit to Blenheim Palace 		
	To know about Blenheim Palace 	<ul style="list-style-type: none"> To know where it is located To know that it was built in 1129 by Henry I To know that it was originally Woodstock Palace 	civilisation
	Woodstock and Blenheim Palace during Iron Age, Roman period, Anglo-Saxon period and the Norman period 		
	Blenheim Palace and Winston Churchill 	<ul style="list-style-type: none"> To know who Winston Churchill was. To know about his life and key events that shaped it. To know that he was instrumental during WWII 	
	Woodstock and Blenheim Palace during WW1 and WW2 		

	Knowledge	Small Steps	Vocabulary
<p>Summer GREEKS</p> <p>National Curriculum: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Prior Learning: EYFS Stories from the Past Y1 Famous Monarchs, Nursing Y2 Historical Women Y3 Stone Age, Bronze Age, Iron Age, Romans Y4 Anglo Saxons, Vikings, Egyptians Y5 Victorians</p> <p>Future Learning: Y6 Aztecs</p> <p>British Value: Respect and Tolerance Democracy</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To research aspects of daily life and society in Ancient Greece.</p> 	<p>When was the Ancient Greek era? How do we know about what life was like in Ancient Greece? Use artefacts and pictures of artefacts</p>	
	<p>To research aspects of daily life and society in Ancient Greece.</p> 	<p>To find out about the clothing and shoes that were worn. Make a pair of sandals.</p>	
	<p>To research aspects of daily life and society in Ancient Greece.</p> 	<p>To find out about the architecture and how it has influenced architecture in the UK Compare the Greek Parthenon with the museum Make a temple</p>	<p>civilisation city states empire legacies democracy Sparta Athens Parthenon Olympics</p>
	<p>To make connections and draw contrasts between life in Ancient Athens and life in Ancient Sparta.</p> 	<p>Athens and Sparta</p>	
	<p>To know about religion in Ancient Greece.</p> 	<p>Gods and Goddesses</p>	
	<p>To explore the similarities and differences between the Ancient Greek Olympics and the modern Olympics.</p> 	<p>Olympic Games then and now</p>	

Year 6

	Knowledge	Skills	Vocabulary
<p>Autumn AZTECS</p> <p>National Curriculum: A non-European society that provides contrasts with British history – Aztecs civilization c. AD 1300-1521.</p> <p>Prior Learning: EYFS Stories from the Past Y1 Famous Monarchs, Nursing Y2 Historical Women Y3 Stone Age, Bronze Age, Iron Age, Romans Y4 Anglo Saxons, Vikings, Egyptians Y5 Victorians, Greeks</p> <p>Future Learning: KS3 Mughal Empire</p> <p>British Value: Respect and Tolerance Democracy</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To find out who the Aztecs were and when they lived.</p> 	<p>In this lesson the children will investigate the origins of the Aztec empire and how it began. They will learn about how the legend of an eagle marked the promised land of the Aztecs and the beginning of the city of Tenochtitlan. They will also place the Aztec age on a timeline of human history.</p>	<p>Adobe Amanteca Aqueduct Calmecac Calpulli Causeway Chinampa Empire Maize Pyramid</p>
	<p>To find out how the Aztecs built the city of Tenochtitlan.</p> 	<p>The children will explore how the Aztecs created a successful and thriving city despite some difficult challenges when building the city of Tenochtitlan. They will investigate the use of aqueducts, chinampas, canals and how conquering neighbouring lands helped the city develop into one of the biggest cities in the world at the time</p>	
	<p>To investigate how Aztec society was organised.</p> 	<p>This lesson explains the structure of Aztec society and how a person's place in society would affect how they were treated by others. The children will think about the importance of each position and how you could tell this from their clothing and homes.</p>	
	<p>To find out what the Aztecs believed and how this impacted on their lives.</p> 	<p>The children will discover the gruesome world of Aztec religions, including their use of human sacrifice to appease their multiple gods. They use their researching skills to learn about the different gods that were worshipped and how they were worshipped in Aztec society.</p>	
	<p>To investigate what daily life was like for the Aztecs.</p> 	<p>Children investigate the daily lives of an Aztec person, including finding out about food, clothes, homes, markets and leisure activities. They use the information they learn to record facts and sort them into categories.</p>	
	<p>To find out about the fall of the Aztec empire.</p> 	<p>Children learn the reasons behind the fall of the Aztec empire including the invasion of Cortés and the conquistadors. The children have the opportunity to debate over the two groups' beliefs to decide who</p>	

	Knowledge	Small Steps	Vocabulary
<p>Spring OXFORD CASTLE</p> <p>National Curriculum: A local history study - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Prior Learning: EYFS Stories from the Past Y1 Famous Monarchs, The Story of our High Street Y2 Trains Y4 Anglo Saxons Y5 Victorians</p> <p>Future Learning: KS3 Medieval England</p> <p>British Value: Rule of Law Respect and Tolerance</p> <p>SMSC: Social Moral Cultural</p>	<p>To know about castles and why they were built.</p> 		<p>Oxford Castle Oxford prison Empress Matilda Mary Blandy Crime Punishment</p>
	<p>To know about Oxford Castle</p>  		
	<p>To know about Empress Matilda</p> 	<ul style="list-style-type: none"> To know who Empress Matilda was. To know about her life and key events that shaped it. 	<p>Enrichment Visit to Oxford Castle</p>
	<p>To know that the castle was converted into a prison</p>  		
	<p>To know about crime and punishment</p> 		
	<p>To know about Mary Blandy</p> 	<ul style="list-style-type: none"> To know who Mary Blandy was. To know about her life and key events that shaped it. To know that 	

	Knowledge	Small Steps	Vocabulary
<p>Summer WORLD WAR 2</p> <p>National Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Prior Learning: EYFS Stories from the Past Y1 Famous Monarchs, The Story of our High Street Y2 Trains Y4 Anglo Saxons Y5 Victorians, Blenheim Palace</p> <p>Future Learning: KS3 WW1 and Winston Churchill</p> <p>British Value: Respect and Tolerance Democracy Rule of Law</p> <p>SMSC: Social Moral Spiritual Cultural</p>	<p>To explain why WWII began and order events on a timeline.</p> 		<p>Allies Allotment Blackout Billets Blitzkrieg Conscription Evacuee Locomotive Spitfire Telegram Warden Rationing Holocaust Blitz</p>
	<p>To know about rationing and the impact that it had.</p> 		
	<p>To know about The Blitz.</p> 		<p>Enrichment Visit to Coleshill</p>
	<p>To know about the evacuation of the children.</p> 		
	<p>To know about the Holocaust and describe some key events.</p> 		
	<p>To know about the roles of women.</p> 