

HISTORY PROGRESSION OF SKILLS AND KNOWLEDGE

National Curriculum - Purpose:

A high-quality history education will help pupils gain a **coherent knowledge and understanding** of **Britain's past** and that of the **wider world**. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to **ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement**. History helps pupils to understand the **complexity of people's lives, the process of change, the diversity of societies and relationships between different groups**, as well as **their own identity and the challenges of their time**.

The structure of history at Holy Trinity

History lessons at Holy Trinity have been structured around the National Curriculum, taking into account the key concepts to ensure that the subject is taught in a spiral manner. The skills and knowledge explored and developed have been carefully planned and mapped out in our history progression of skills map. Our students will make connections between different units and recap key vocabulary and events throughout their school journey.

In addition to our fortnightly history lessons, pupils at Holy Trinity will also take part in a 'British History Day' whereby each year group will study one particular era of Britain's past. On the day, children will take part in a series of fun, interactive sessions on a topic which is separate to their termly history units.

There are several historical themes which run, like golden threads, throughout our curriculum and help to create links between year groups. By revisiting these themes, children will be better able to recall key historical people and events. They will also understand how the people of the past were connected and how historical events still impact upon our lives today.

Themes:



- **Monarchy** - Britain has had a monarchy since the Anglo-Saxons and so the theme of Kings and Queens runs throughout our curriculum. In nursery and reception, children will begin to look at kings and queens before it is covered in more detail in Year 1, Year 3, Year 4 and Year 6. Reception children also learn about coronation and our current monarch during our 'British History Day'.



- **London and the Local Area** - Many of our units are inspired by our location and make specific reference to how the surrounding area has been affected by key people and historical events.



- **Empires, Dynasties and Migration** - Throughout history, people have moved and settled in different areas, bringing new cultures, languages and ideas. Some of our units reflect the theme of migration and the changes that this has brought about.



- **Key people and events** - The course of history has often been changed by inspirational people who have had an impact on the human story through their actions or ideas. Sometimes, singular events themselves can have great historical significance such as the Great Fire of London or destruction of Pompeii.

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EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant area for history is 'Understanding the World' which can be further split into two Early Learning Goals: Past and Present / People and Communities.

Understanding the World: Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the 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;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

Understanding the World: People and Communities ELG

Children at the expected level of development will:

- Shows interest in the lives of people who are familiar to them
- Remembers and talks about significant events in their own experiences
- Recognises and describes special times or events for family and friends
- Shows interest in different occupations and ways of life
- Talk about past and present events in their own lives and in the lives of family members

NURSERY

Begin to make sense of their own life-story and family's history - daily discussions throughout the continuous provision:

- To know that everyone has a birthday and they are usually celebrated in a similar manner around the world
- Our own milestones in learning (learning to walk, talk, get dressed, go to the toilet etc)
- Learning display journey
- Floor book - to reflect on the learning journey in nursery.
- Old/new objects – why do we think they are old/new? Old/new toys
- Using everyday language related to time. Sequencing the time of day, week and year

RECEPTION





- Know the members of their immediate family and the relationship to them and name and describe people who are familiar to them.
- Know that you can find out information from different sources e.g., internet, books and looking at how information can be retrieved from these sources.
- Picture books such as *Memory Bottles* by Beth Shoshan, *Grannies Quilt* by Penny Ives, *Peepo* and *Starting School* by Janet and Alan Ahlberg, *Titch* by Pat Hutchings, *So Much* by Trish Cooke
- Know and talk about the special things in their own lives. Old and new Richmond, themselves, their families (Links to Year 1).
- Looking at history mystery objects. Sort artefacts 'old' and 'new'.
- They ask 'how' and 'why' questions about their experiences and in response to stories and events. Talk about changes.
- Different customs and traditions in the family
- Verbally recount events and write about them
- Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories
- Black History Month: Focus on significant events and changes from the past and introducing different professions: Mae Jemison (links to Year 4) and Stevie wonder
- Learn about the lives of significant individuals, including the Royal Family (Links to Year 1)
- Watch newsround to learn about events around the world
- 'Fly' to other countries to look and learn about other cultures and significant events
- Celebrations: Fireworks - Guy Fawkes (Links with year 4) - Cbeebies: 'My First' series used as supporting material). The Jolly Christmas Postman - Focus on Professions and similarities and differences of Christmas past and present. Can children talk about what they have done with their families during Christmas' in the past? Toys - how our favourite toys change depending on our age and how we grow and change; e.g babies like rattles, 5 year olds like bikes. Investigating photos of how Christmas used to be celebrated in the past. The Nativity story
- All About Me box - celebration of themselves
- My Own Learning Journey - See Saw
- Microphone Monday
- Hstory Day -Royals/Monarchs
- Journeys - Transport past and present.
- Talk about things they have done at the weekend, yesterday, this morning...
- Understanding key features of events eg. Remembrance day (Links to year 6)

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KS1

Pupils should develop an awareness of the past, **using common words and phrases relating to the passing of time**. They should know where the people and events they study fit within a **chronological framework** and **identify similarities and differences between ways of life in different periods**. They should use a wide vocabulary of everyday **historical terms**. They should **ask and answer questions**, choosing and using parts of **stories and other sources** to show that they know and understand **key features of events**. They should understand **some of the ways in which we find out about the past** and identify **different ways in which it is represented**. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Year 1

National Curriculum Statements	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Significant historical events, people and places in their own locality.
Year 1 units of study	<u>My Local Area - The story of my High Street</u>		<u>Famous Queens</u>	<u>My Local Area</u>
	<u>Seaside then and now</u>		<u>Seaside then and now</u>	<u>Famous Queens</u>
<p>Autumn</p> 	<p><u>My Local Area - The story of my High Street</u></p> <p>Teaching a unit that considers 'changes within living times' requires a focus that provides clear evidence of those changes. Children need to be able to identify specific differences as well as recognise relevant similarities. While we all still undertake shopping on a daily or weekly basis the processes involved in this activity have been transformed over the last fifty or so years. The advent of refrigeration and computerisation have revolutionised what and how we shop. This is a fruitful topic to explore with children as it provides them with a chance to explore changes to an activity that most of them are very familiar with. In addition they are able to undertake family interviews allowing a strong home school link to be capitalised on. In addition this provides the opportunity to move from the past to the present so from a history-based inquiry into a geography one. What we buy and how we go about our shopping habits tells us about the sort of people we are and reflects the changing nature of our place. Children will create a timeline to count back in decades to the 1950s, use photographs to look for changes, compare shopping habits with people from the past to the present day and explore the changes in how we pay for purchases.</p>			
<p>Spring</p> 	<p><u>Famous Queens</u></p> <p>Introducing the children to the concept of the British monarchy, they will begin by learning about Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. With Richmond Palace (Elizabeth I's birthplace) in the locality, this is a significant area of study as they develop their understanding of the history of their locality. They will explore the lives and accomplishments of these monarchs, and study the experiences a wealthy monarch would have, as well as finding out about the lives of ordinary people during their respective reigns. They will explore famous palaces in the United Kingdom and how they were used by queens in the past and present. With a focus on these strong female leaders, this unit will bring a balance with later topics when often a King is on the throne.</p>			
<p>Summer</p>  	<p><u>Seaside Then and Now</u></p> <p>Continuing with topics that have direct relevance to children's own experiences, they will investigate what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. They will compare seaside holidays now to seaside holidays in the past and develop a chronological understanding of changes. Children will again use photographs to look for clues as to what seaside holidays were like in the past. Children will find out why seaside holidays were initially only enjoyed by the rich and spend time thinking about how the role of the steam train changed access to the seaside.</p>			

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Year 2				
National Curriculum Statements	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Significant historical events, people and places in their own locality.
Year 2 units of study	<u>Communication then and now</u>	<u>The Great Fire of London</u>	<u>Communication then and now</u>	<u>Communication then and now</u>
	<u>Transport</u>	<u>Transport</u>	<u>The Great Fire of London</u>	<u>Transport</u>
			<u>Transport</u>	
Autumn   	<u>Communication Then and Now</u> A tour across the ages from hieroglyphics to the world wide web the children will explore the history of communication. They will find out how people got in touch with each other before telephones and emails, as well as finding out about the people behind some important inventions in communication, including William Caxton, Samuel Morse, Alexander Graham Bell and local inventor Tim Berners-Lee. Children will learn how writing developed and how early books were produced. They will go on to look at the invention of the printing press and how this changed the way in which people were able to communicate and access information. Children will learn how the design of a postbox, linked to the monarchs of the time, can give you clues about how old they are. They will chronologically compare the different types.			
Spring  	<u>How Has Transport Changed Over Time</u> Children are introduced to the idea that transport has changed considerably in the locality over time and that this has had a significant impact on the way that the community has changed and developed. They can also understand how and why these developments have occurred. Children will learn about the invention of the first locomotive and what they were used for. They discuss the differences that trains and railways made to people's lives, the towns they lived in and the kind of holidays they might take. Children discover the process that led up to the invention of motor cars and the people who used them. They will think about the reasons people owned cars and how the invention changed people's lives. Children are introduced to the Wright brothers and their fascination with flying. They will learn about their inventions and how this led to many different uses for planes including the World Wars and passenger flights. This unit links closely with the 'First in Flight' unit taught in Year 4. Focussing on our local area, children will discover how the first underground railways were developed in London to address a number of problems.			
Summer  	<u>The Great Fire of London</u> Children are taken back to 1666 and the era of the Stuarts to find out about the Great Fire of London and the effect it had on the people of the time. They will find out when, where, how and why the Great Fire happened, and explore how we know about it through the diary of Samuel Pepys and other sources. Living in close proximity to the capital city, this topic of study of a significant national event helps to develop their understanding of the history of their locality. Children will think about how we know about the Great Fire of London, focusing specifically on the diary of Samuel Pepys as well as looking at other sources, such as pictures, objects and newspapers, and consider what kind of information we can find out from each source. By the end of the unit, children will recall key facts about the fire of London, placing the event on a timeline and retell the events and causes of the fire.			

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KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of **British, local and world history**, establishing clear narratives within and across the periods they study. They should note **connections, contrasts and trends over time** and develop the appropriate use of **historical terms**. They should regularly address and sometimes devise **historically valid questions about change, cause, similarity and difference, and significance**. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.







In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine **overview and depth studies** to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

National Curriculum	Early British History	Local History	British History since 1066	Ancient History
Knowledge	<ul style="list-style-type: none"> 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 gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' 			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
Skills	<ul style="list-style-type: none"> 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 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. 			








Understand historical concepts such as:

Concepts	continuity and change - <i>identify changes and study the effects on people over time</i>	Cause and Consequence <i>- as you study historical events, you will discover that things do not simply 'happen' without reason. Historical events are caused by things that occurred before them. Also, historical events create changes that have consequences long after the event is over</i>	Similarity and difference Significance - why is it important?
	<p>Continuity – What continued unchanged, or stayed the same?</p> <p>Change – What was different as a result of this event or person?</p> <p><i>What was the situation like before this occurred?</i> <i>What was clearly different after this occurred?</i> <i>What were the direct causes of the changes?</i> <i>What were the reasons that some things remained the same?</i></p>	<p>Cause: What things led to or caused the historical event?</p> <p><i>Why did the event under examination occur?</i> <i>What earlier events were central to the occurrence of the event under examination?</i> <i>What motivated the people who were involved in this event?</i> <i>What were the economic, political, military or social reasons that led to this event?</i></p>	<p>Consequence: What happened as a result of the historical event or person?</p> <p><i>What later events were the direct result of the event under examination?</i> <i>What changed in society as a result of the past event?</i> <i>What were the economic, political, military or social changes which resulted from this event?</i></p>

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Year 3										
National Curriculum	EARLY BRITISH HISTORY				LOCAL and BRITISH HISTORY SINCE 1066		WORLD HISTORY			
	NATIONAL				REGIONAL AND LOCAL		INTERNATIONAL			
	<i>changes in Britain from the Stone Age to the Iron Age</i>	<i>the Roman Empire and its impact on Britain</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i>	<i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>a local history study</i>	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>	
Year 3 units of study	<u>Stone Age to Iron Age</u> <i>Continuity and change:</i> identifying changes and effects on people over the time of the Stone Age to Iron Age	<u>The Romans in London</u> <i>Continuity and change:</i> impact the Romans had on Britain, how they still influence our lives today			<u>The Romans in London</u> <i>Continuity and change:</i> the impact the Romans had on Britain, and how they still influence our lives today	<u>Goods and Trade in the British Empire</u> <i>Cause and consequence:</i> An introduction to the British Empire, its trading in America and Asia, and how the empire crumbled after the Second World War				
Autumn 	<u>Stone Age to Iron Age</u> Children are introduced to the idea that people have been living in Britain for a very long time. They learn about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age - a period of 10,000 years! For most of the period, there is no written evidence, so the archeological record is very important. Children learn what archaeologists do and how they find out about the past without written records as well as examining the site of Stonehenge and use a variety of sources to find and infer facts. Children will find out how iron was mined and used during the Iron Age and how this changed life in Britain. They will examine Roman and Greek accounts of life in Iron Age Britain. They will learn about the Romans view of Britain and end the unit by considering, if they were Julius Caesar, would they have invaded Britain in 55BC?									
Spring  	<u>The Romans in London</u> Following on from the previous unit, children will learn about the rise of Roman Britain, opposition from the Celts, the legacy that was left behind when they went home, and much more. They will begin to learn about the concept of empire - The Roman Empire. They will also begin to learn that people from other societies have been coming to Britain for a long time. Children will define the terms 'invade' and 'settle', and start to think about how and when the Romans came to Britain. They will place the Roman occupation on a timeline. Children will understand that it was the Celts who were living in Britain at the time of the Roman invasions before finding out how the army was organised, what a Roman soldier wore, and some of the strategies and techniques they used, as well as what life was like for a Roman soldier. The unit will end with the children finding out about the fall of the Roman Empire and consider what the Romans left behind when they left Britain. They will make connections between things we still have in Britain today that descend from Roman rule and establish their impact on Britain.									
Summer   	<u>The British Empire</u> The children will learn about Britain's growing power as a seafaring nation during the age of exploration. They will find out all about the powerful and corrupt East India Company's battles and bribes that enabled it to dominate trade in Asia. Children will consider the meaning of the words 'slave' and 'trade' in the context of Britain's Empire before exploring how the empire crumbled after the end of the Second World War, and about the Commonwealth of Nations today. They will build on their understanding of the concept of an empire from their Roman topic. Children will consider reasons why the British Empire grew significantly during the 19th century, then discuss ways in which British rule in India was both helpful and harmful. Children will learn a little about India's involvement in the Second World War, then look briefly at how the British Empire 'ended' as colonies (particularly India) gained independence.									






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Year 4									
National Curriculum	EARLY BRITISH HISTORY				LOCAL and BRITISH HISTORY SINCE 1066		WORLD HISTORY		
	NATIONAL				REGIONAL AND LOCAL		INTERNATIONAL		
	<i>changes in Britain from the Stone Age to the Iron Age</i>	<i>the Roman Empire and its impact on Britain</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i>	<i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>a local history study</i>	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>
Year 4 units of study			Anglo-Saxons and Vikings <i>Continuity and change:</i> Settlements - place names and village life	Anglo-Saxons and Vikings <i>Continuity and change:</i> Viking raids and invasions	History of the River Thames Significance: River Thames - trade, transport, historic palaces and the Slave Trade		World history: know and understand significant aspects of the history of the wider world First in Flight Significance: study of the Wright Brothers, Amy Johnson The Space Race: Kathryn Johnson, Neil Armstrong, Tim Peake		
Autumn  	First in Flight This study of the history of flight allows pupils to compare the Wright brothers with Amy Johnson and with an event such as the Moon Landing. Pupils are able to see why the Wright brothers' invention was so ground-breaking. They will look at the developments in flight over the next 30 years before going on to investigate Man's First Moon Landing, critically viewing sources for reliability. As an engineer as well as an aviator, Amy Johnson provides a really interesting choice of a significant female person. She also has a link to our locality because her famous solo flight to Australia took off from Croydon airport in Surrey. Pupils will also use a range of sources to find out about the life of Katherine Johnson including photographs, blueprints, video and written statements in order to understand her crucial role in the Apollo 11 moon landing mission as well as the difficulties that she faced as a black woman in America at that time. Children will end the unit by evaluating all that they learnt about achievements in aviation and space exploration to consider the future of space exploration and its importance.								
Spring   	Anglo Saxons and Vikings Children are introduced to the idea that people from other societies have been coming to Britain for a long time. They learn about some of the tensions involved in the settlement as well as ways of life and matters that still impact on us. Links can be made with other societies that contributed to the 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. This unit also aims to show that the Anglo-Saxons did not exist in isolation but interacted with others around the world. Children will revisit the role of an archaeologist from their learning in year 3 before finding out about the discovery of the burial ship at Sutton Hoo. They will learn why the Romans left Britain and how this allowed other groups to invade from other parts of Europe. Children will recap the seven Anglo-Saxons kingdoms and the constant struggle for power between them. They will then find out about the first Viking invasions, establishing who the Vikings were and where they came from. Ending the unit, they will learn about the reign of Alfred the Great, exploring how he helped create a unified England, as well as his many other achievements and how this impacted the people of England.								
Summer  	History of the River Thames The River Thames is the longest river entirely in England and best known for flowing through London, passing through Richmond where the children live. This unit looks to study the significance of the River Thames in London with regards to trade, transport, historic palaces and the Slave Trade. Children will make comparisons with other significant historical cities (Rome, Istanbul, Paris, Athens etc) and understand that they all had easy access to the sea to make international trade easier. Children will use a range of sources to chart the change in goods that were traded in London from Roman times to present day. There will be links with prior learning in year 3 when children will discuss why the River Thames was important to the continued prosperity of the British Empire. Children will look at the rise in palaces and large houses being built along the Thames during Tudor times and use a range of paintings of the Thames to form opinions on how the River Thames has changed.								

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Year 5									
National Curriculum	EARLY BRITISH HISTORY				LOCAL and BRITISH HISTORY SINCE 1066		WORLD HISTORY		
	NATIONAL				REGIONAL AND LOCAL		INTERNATIONAL		
	<i>changes in Britain from the Stone Age to the Iron Age</i>	<i>the Roman Empire and its impact on Britain</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i>	<i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>a local history study</i>	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>
Year 5 units of study						Explorers <i>Cause and consequence:</i> A comparative study of British and international explorers, including the achievements of women explorers	Shang Dynasty of Ancient China <i>Significance:</i> study of evidence of the Shang Dynasty in China from the tomb of Fu Hao	Ancient Greece <i>Significance:</i> life, achievements and its legacy	
Autumn	<p>Explorers</p> <p>As children learn about polar regions and explorations in geography, they learn about British and international explorers from history - their achievements and the challenges they faced along the way. They will learn how these pioneers paved the way for future travel that they may one day be able to undertake themselves. Children will use a range of sources to find out about Isabella Bird, Christopher Columbus, Robin Falcon Scott, Ernest Shackleton, Ibn Battuta, Amelia Earhart and Annie Smith Peck. Children will plot routes, use photographs and compare diary entries to add context to the achievements of these explorers and make comparisons with the modern world and the technology that was available at the time. Children will use evidence including landscape photographs to make assertions on what it would have been like to travel to those places.</p>								
Spring	<p>Shang Dynasty of Ancient China</p> <p>With a large proportion of our school community with Chinese heritage, this provides an opportunity for children to learn about one aspect of Chinese history. Children will be introduced to evidence of the Shang Dynasty in China from the tomb of Fu Hao. They will use the evidence to find out about the Shang, but also to find out what we can't tell about the Shang from one grave, thereby opening up other areas of enquiry. Children are introduced to the Shang Dynasty of ancient China, placing it on a timeline. They will compare this timeline with a British timeline of the same period. Children will look at the list of the first ten kings of the Shang Dynasty as written c.200 B.C. They will go on to think about how accurate this information is and use other sources to try and establish facts. They will find out some of the burial rituals and beliefs, including sacrifices, and consider what we can learn from jade, bronze and ceramic objects found within Shang Dynasty tombs. Children will consider why writing developed and how it helps historians find out about the past. Children will explore the story of how the Zhou army attacked and took over the Shang palace, ending the Shang Dynasty. They will read some evidence in the oldest Chinese poetry book and think about its reliability as a historical source, before expressing the story in a variety of ways.</p>								
Summer	<p>Ancient Greece</p> <p>Children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The focus of the second part of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. Links are made with other ancient civilisations and societies they have studied. children will first explore the different types of sources we have about the past, and learn how to distinguish between a primary and secondary source. They will use both types of source to learn about different aspects of the daily life of the ancient Greeks. Children will also learn about the role of Women in Greek society including the Games of Heraea. Children will begin by discussing the terms 'philosopher' and 'scholar'. They will then explore the lives, ideas and beliefs of six of ancient Greece's most famous philosophers and scholars. Children will learn about Pythagoras, Socrates, Hippocrates, Plato, Aristotle and Archimedes</p>								

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Year 6									
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	NATIONAL				REGIONAL AND LOCAL		INTERNATIONAL		
	<i>changes in Britain from the Stone Age to the Iron Age</i>	<i>the Roman Empire and its impact on Britain</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i>	<i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>a local history study</i>	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>
Year 6 units of study					<p><u>Journeys: The story of migration to Britain</u> Cause and consequence: developing an understanding that people have been coming to Britain from societies all over the world for hundreds of years</p>	<p><u>Mount Vesuvius and the Destruction of Pompeii</u> World history: <i>Significance - know and understand significant aspects of the history of the wider world</i></p>		<p><u>Kingdom of Benin</u> Significance: developing an understanding of Africa from earliest times to the present day</p>	
<p>Autumn</p> 	<p><u>Kingdom of Benin</u> Whilst studying the geography of a region of Africa, this unit provides children with the opportunity to look at Benin, a non-European society which is very different from their own. The arrival of the Ewaka Dynasty in the 12th century is related to the history of Benin together with a broadly based understanding of Africa from earliest times to the present day. The children will make use of a range of sources including pictures of the Benin bronzes, written accounts and pictures, together with oral tradition. Children will consider what we can learn about the leaders of Benin from bronze artefacts. They will find out about the Obas of Benin and the dates and key features of their reigns. Children will explore the effects of different trade routes on the Benin Empire. Children will investigate the decline of the Benin Empire, thinking about the effect of civil war on a civilisation and some of the reasons why Benin's fortunes changed thanks to the abolition of slavery, the 'Scramble for Africa' and other factors.</p>								
<p>Spring</p>   	<p><u>Mount Vesuvius and the Destruction of Pompeii</u> In Geography, the children will be learning about mountains, volcanoes and earthquakes whilst using various historical sources to learn more about one of the most infamous volcanic explosions in history. Children will build on their knowledge gained in Year 4 when learning about Romans in London and make comparisons with Romans living in Pompeii. Children will sequence the events leading up to the destruction of Pompeii and consider how we know what happened there, focussing on the written evidence of Pliny. By studying the preserved artefacts, children will make conclusions on what life was like for the people of Pompeii. Children will draw upon their knowledge of Roman London gained in Year 3 to make comparisons between the lives of Romans in both cities. They will think about why the sites of Herculaneum and Pompeii are so important to historians.</p>								
<p>Summer</p> 	<p><u>Journeys: The Story of Migration to Britain</u> As the children near the end of their primary education, they have come full-circle with their history learning. They started with learning about their local area, their capital city and the UK in Year 1, now they return to this by studying the migration of the UK. Having studied migration in many of their previous units (Romans, Anglo-Saxons, Vikings) the children are well-placed to understand that people have been coming to Britain from societies all over the world for hundreds of years. In this unit, they study other aspects of migration (from Ireland) and look at more recent events such the Windrush Generation. Beginning by considering the class experience of migration, children will identify on a world map where they, their parents, grandparents and ancestors came from. Children will plot a timeline showing the key events in British migration history over the last 1000 years, look at the varying reasons for migration and consider the impact that migration has had.</p>								

HISTORY PROGRESSION OF SKILLS AND KNOWLEDGE

British History Days

On one day of the year, each class in the school from Reception to Year 6 will take part in a British History day. The aim of the day is to provide the children with an opportunity to immerse themselves in one particular era from Britain's past since 1066. The children will study a topic that is separate from the three termly units covered throughout the year, enabling them to further broaden their historical knowledge. Each era is taught in chronological order starting with the Normans and the Battle of Hastings in Year 1 through to World War 2 in Year 6. All children will experience using artefacts to answer questions about the past, consider the historical evidence from each era, and think about the impact both locally and nationally. The day can include guest speakers, visits to local historical sites, drama, timeline creations, comparisons with other eras, object handling, becoming an archaeologist etc. The day will begin with a whole school assembly.

National Curriculum Statement: A chronology of British history since 1066

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Year R <i>Monarchs and coronation</i>	Year 1 <i>The Normans</i> Battle of Hastings - 1066	Year 2 <i>Mediaeval times</i> Knights and Castles	Year 3 <i>Tudor times</i> Henry VIII	Year 4 <i>Stuart times</i> Gunpowder Plot	Year 5 <i>Victorian times</i> Victorian Schools	Year 6 <i>20th Century</i> WWII - Evacuees
