

Autumn 2 Great Fire of London	Spring 1 Making Things Move	Summer 2 Beside the Seaside
<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Recognise and retell the progression of events of the Great Fire of London. Know that the Great Fire occurred as a result of a combination of factors (dry weather, combustible buildings, narrow streets) Investigate the lives of Samuel Pepys and Thomas Farrinor Understand that the Fire occurred in the Stuart Period of British history because the Stuart family occupied the throne <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> The Diary of Samuel Pepys and other eyewitness accounts 17C Maps of London before and after the Great Fire Woodcuts/illustrations of Old and New St. Paul's Cathedral The Monument and St. Paul's themselves Museum of London artefacts <p><u>Chronology</u></p> <ul style="list-style-type: none"> Trace the events of the Great Fire as they unfolded over three days. Consider how London has changed as a consequence of The Great Fire of London Know that the Great fire occurred in 1666, and calculate (roughly) how long ago that was, comparing that to an average human lifetime and a Y2 child's age <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Evaluate interpretations from history with regard to the causes of the fire. 	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Find out about transport used in the locality in the past. Be able to find out about aspects of the past from a range of sources of information. Understand <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Photos and illustrations of modes of transport Artefacts/vehicles in the Transport museum <p><u>Chronology</u></p> <ul style="list-style-type: none"> Identify differences between transport today in their own lives and modes of transport used by people who have lived in the past. Discuss how population movements and needs have led to (or been reflected in) developments in transport modes. <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Be able to order modes of transport through history into a sequence. <p><u>Vocabulary</u> Transport, Horse-Bus, Omnibus, Tram, Railway, Underground, Tube, Track, Public, Carriage, Canal, Efficient, route, passenger, freight, pollution</p> <p><u>Visits</u></p> <ul style="list-style-type: none"> Local Transport (various modes to and around King's Cross) Thames Clipper and Emirates Cable Car London Transport Museum 	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Identify different ways in which seaside holidays have been represented in the past, using a range of sources (stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites) <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Postcards, posters and advertisements for the seaside over a range of time Engravings, paintings and depictions of leisure time at the seaside <p><u>Chronology</u></p> <ul style="list-style-type: none"> Identify differences between seaside holidays today in their own lives and those taken by people who have lived in the past. Name periods in British history: Tudor, Georgian, Victorian, 20th Century, 21st Century. Know that the 1900s was the 20th Century; the 1800s was the 19th Century and discuss why. <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Consider the original purpose of a range of artefacts and sources. Consider the impact of social classes (rich and poor) on destinations, activities, transport used. <p><u>Vocabulary</u> Destination, working class, Pier, Entertainment, Leisure, Postcard, Amusements, advertisement</p>

<ul style="list-style-type: none"> • Know the difference between a primary and secondary source • Evaluate the quality of sources and when each might be useful • Compare and contrast conditions of the Plague to the current pandemic <p><u>Vocabulary</u> Primary source, secondary source, Fire squirt, combustible, cathedral, brigade, timber, thatch, bakery, ruins, diary, monument, architect, plague, disease</p> <p><u>Visits</u></p> <ul style="list-style-type: none"> • Museum of London • London walk: Monument, St Pauls, 		<p><u>Visits</u></p> <ul style="list-style-type: none"> • Westcliffe-on-Sea beach and promenade
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Year 3 History Curriculum

Palaeontology to Archaeology	The Treasures of Ancient Egypt	Polar Exploration
<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Investigate the main features of pre-history to the stone age and iron age. Summarise the life and work of Many Anning <p><u>Chronology</u></p> <ul style="list-style-type: none"> Understand the changes in Britain from the Stone Age to the Iron Age. Name and order the following periods of prehistory: Triassic, Jurassic, Cretaceous <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Images of fossils and skeletons Stone/iron age artefacts (images) maps <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Understand that the past can be considered in terms of different named time periods and eras. Contrast prehistoric periods with periods of modern history (eg. Length of Jurassic Period vs. Victorian period) Investigate the scale of time between these periods (in millions of years, versus relatively recent human history. Give reasons for particular events and changes in prehistoric times, eg. Extinction events <p><u>Vocabulary</u></p> <p>Archaeology, Palaeolithic, Stone Age, Bronze Age, Palaeontology,</p> <p><u>Visits</u></p> <ul style="list-style-type: none"> Celtic Harmony Camp, the UK's largest reconstructed Prehistory settlement with a woodland setting and Iron Age roundhouses. Natural History Museum 	<p>Understand the achievements of the earliest civilisations; an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.</p> <p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Retell Howard Carter's 1922 discovery of the Valley of The Kings and Tutankhamun's tomb Understand the significance of Hieroglyphs Understand how The Rosetta Stone changed modern understanding of Ancient Egypt Understand significance and features of Upper, Middle and Lower Kingdom Understand the importance of the River Nile and its impact on ancient Egyptian Civilisation. Understand the significance and function of The Pyramids Understand Egyptian culture, customs and beliefs including significant gods Understand Egyptian belief in the afterlife, including mummification rituals Be familiar with the story of Isis and Osiris <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> The Rosetta Stone A range of Egyptian artefacts <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place Egyptian civilisation on a time line in relation to pre-history, Stone Age, Iron Age, early modern British History (Great Fire of London and Victorian era) Understand where and when the first civilisations appeared in Egypt, and progression between Upper, Middle and Lower Kingdoms <p><u>Think Analytically</u></p> <ul style="list-style-type: none"> Understand how The Rosetta Stone changed modern understanding of Ancient Egypt <p><u>Vocabulary</u></p> <p>Archaeology, Excavate, Pharaoh, Pyramid, Sarcophagus, Canopic Jar, Afterlife, Slave, Mummification, Ritual, Gods, Nile, embalming, Mythology/Myth, , Civilisation, Culture, Customs, Beliefs, Burial, Tomb, Chamber, Mausoleum, preserving,</p>	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> The Race to the South Pole- Research the adventures and achievements of Amundsen, Scott and Shackleton. Study the chronology and key features of: Captain Scott and Roald Amundsen's expeditions and 'The Race to the South Pole' Ernest Shackleton's 1909-11 expedition to the South Pole <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Writings of Shackleton, Scott and Amundsen Photographs by Frank Hurley <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place this period on a timeline in relation to The Great Fire of London, <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Use a range of sources to research Shackleton, Scott and Amundsen, including photographs by Frank Hurley. <p><u>Vocabulary</u></p> <p>Pole, Navigation, Expedition, Exploration, Antarctic,</p> <p><u>Visits</u></p> <ul style="list-style-type: none"> Royal Maritime Museum, Greenwich

	Visits <ul style="list-style-type: none">• Egyptian Rooms within The British Museum	
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Year 4 History Curriculum

Masks and Minotaurs	Londinium	Away from Home
<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Recall the beginnings of democracy in Athens around 507 BC Understand the significance of the Peloponnesian War between Athens and Sparta, and how the two city-states differed in culture Know who Pericles was, and his role in the Golden Age of Athens. Understand Greek mythology: the principal gods and goddesses and their connection to temples Identify chief characteristics of classical architecture including Doric, Ionic and Corinthian columns Retell some of the writings of Homer, such as the Odyssey Understand some of the impact of Greek thinkers on philosophy. Know the names of Socrates, Plato and Aristotle <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Images of artefacts and architectural details <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place Greek civilisation on a time line in relation to pre-history, Egyptian history (including Egypt/Greece overlap), and modern British History (Great Fire of London and Victorian era) <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Consider the life of Alexander the Great and the expansion of Greek rule during his reign. Investigate etymology of contemporary words and their Greek origins. Consider the impact of Sparta's victory and how this may have changed ancient Greece. Differentiate between primary and secondary sources <p><u>Vocabulary</u></p> <p>Democracy, Civilisation, Mythology, Symposium, Pillar, Column, Pediment, Capital, Doric, Ionic, Corinthian, Classical, Nation, City-State, Assembly, Classical Period, Hellenistic Period, Tyrant, Acropolis, Agora, polis, citizen, academy, wisdom, philosophy</p> <p><u>Visits</u></p> <ul style="list-style-type: none"> Elgin Marbles, British Museum 	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Retell creation myth of the Roman civilisation in Romulus and Remus Understand the roots of the Roman Empire in the Roman Republic Know who Julius Caesar was, and his role in the invasion of Britannia and the transition from Roman Republic to Empire Identify Octavian (Augustus) as first true Emperor Identify Septimius Severus as an Emperor of African origin, and the overseer of London's walls, and know that he lived and died in Britannia. Understand the characteristic features of Roman Britain, including the ideas, beliefs, attitudes and experiences of men, women and children. Describe the organisation of the Roman army into legions, and discuss tactics developed by the Romans Retell the events surrounding the eruption of Vesuvius in 79 AD Understand technological developments brought to Britain by the Romans including road building, water supply, and heating <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Maps detailing the expansion of the Roman Empire Images of artefacts and buildings Artefacts and remains in Verulamium <p><u>Chronology</u></p> <ul style="list-style-type: none"> Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade Place Roman civilisation on a time line in relation to pre-history, Egyptian history, Greek history (including the overlap of Egypt, Greece and Rome), and modern British History (Great Fire of London and Victorian era) Grasp the long period of Roman dominance in Western history Know approximate dates of Roman occupation in Britain (43-410 AD) Know that Julius Caesar was killed on 15 (Ides) March, 44BC <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Understand the reasons for, and results of, the Roman invasion of Britain. Understand the reasons for the Roman withdrawal and the 	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Understand how to find out about the events, people and changes of life in Britain during the Second World War Understand the main features of the period: the blitz, propaganda, rationing, evacuation, community, role of women. Understand the reasons children were evacuated during World War II, whether from British cities or from other countries <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Posters and announcements/speeches from government sources (from a range of countries) News reports photos Personal recounts from eyewitnesses (evacuees, soldiers) <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place significant events in chronological order, with understanding of how one may have led to the next Place World War II on a timeline alongside previously taught periods of history; and understand that it was relatively recent. <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Analyse Propaganda and news with and discern its creator, intended audience and feelings/opinions Understand that opinion can affect how information is presented Compare child evacuees to other reasons for migration: economic or fleeing war, weather, oppression <p><u>Vocabulary</u></p> <p>propaganda, rationing, evacuation, blitz, international, migrate</p> <p><u>Visits</u></p> <ul style="list-style-type: none"> Anderson shelter in our school allotment Residential at Tolmers (departure will mimic evacuation from London to countryside)

	<p>fall of the empire.</p> <ul style="list-style-type: none"> • Investigate the impact of Roman innovation on the lives of Britons: architecture, infrastructure, rule of law, everyday life. • Discuss SPQR as the Roman motto and trace its wide use from antiquity to present day • Discuss Septimius Severus as a man of African origin, and how this might affect conceptions of Roman history and culture • Discuss how the Roman invasion changed daily life for many Britons • Differentiate between primary and secondary sources <p><u>Vocabulary</u> Hypocaust, Aqueduct, Forum, Colosseum, Gladiator, Citizen, slave, Emperor, Legion, Mosaic, Plebeian, Senate, Toga, Hadrian's Wall, Centurion, Tunic, republic, consul, representative, frontier, defence, centurion, legion, aqueduct</p> <p><u>Visits</u></p> <ul style="list-style-type: none"> • Verulamium Museum, St. Albans 	
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Year 5 History Curriculum

A Victorian Education	What Price Progress?	Our Place in Space	Highgate N6	Benin - An African Kingdom
<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Consider what life was like for children in the past. Understand the range of conditions under which people lived, from the very wealthy to the very poor. Summarise the life of Queen Victoria and its parallels to the period. To identify important figures from British history: Thomas John Barnardo Name significant events and inventions <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Writings of Thomas Barnardo, Charles Dickens, and other eyewitness accounts Victorian Poetry Works of William Morris Images and depictions of people in various classes <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place the Victorian period in relation to other British historical periods. Compare and contrast conditions of Victorian schools to present day <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Infer information from a range of primary sources Conduct independent research using books and websites, discerning relevant information <p><u>Vocabulary</u></p> <p>Workhouse, destitute, charity, chimney sweep, mudlarker, labour, child labour, regulation, discipline,</p>	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Understand the extent and pace of change to British cities and countryside during the industrial revolution Know the impact of key discoveries and developments such as coal, steel, steam power Consider reactions to economic change including Luddism and social reform. Summarise the Factories Act – Lord Shaftesbury and enlightened employers and philanthropists Rowntree and Cadbury. Understand that changes in technology and working patterns affected many people in different ways <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Images and maps Eyewitness accounts of workers <p><u>Chronology</u></p> <ul style="list-style-type: none"> Research Victorian inventions that changed the world including communication technology, railways and engineering. <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Investigate the impact Victorian industrialisation had on the lives of men, women and children, and the differing reactions to change. Consider the factory system and its impact on working life for men, women and children. Discuss the “progress” made during the Industrial Revolution and consider advantages and drawbacks for groups of people, including us in the present day (climate change) 	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Discuss the work of Galileo and his championing of Copernican theory (that the sun was at the centre of the solar system, when most people believed the Earth was in this central position). Understand the reaction of the Church, i.e. accusations of heresy and sentence to life imprisonment Place on a time-line the significant events in the history of space exploration. <p><u>Primary sources of Information</u></p> <p><u>Vocabulary</u></p> <p><u>Visits</u></p> <ul style="list-style-type: none"> Science Museum: space gallery 	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Local Area Study: Children undertake a historical enquiry into how land use of Highgate has changed over time. Children compare maps of the locality from 1820, 1895 and today. <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Maps of the locality from the 1600s to today, with focus on 1820 and 1895 Eyewitness accounts Photographs Highgate itself <p><u>Chronology</u></p> <ul style="list-style-type: none"> Highlight changes over time in Highgate pertaining to: Land use, transportation routes, significant historic buildings Understand Highgate's shift from rural to urban during the 1800s <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Draw parallels between infrastructure and transport, and the growth of Highgate as a part of London <p><u>Vocabulary</u></p> <p><u>Visits</u></p> <ul style="list-style-type: none"> Highgate Cemetery 	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Understand how the Kingdom of Benin was established. Understand how the Kingdom was ruled by a dynasty of kings called Ogisos. Learn about the daily life of the Igodomigodo, including farming and crafts, that ensured that the kingdom had high quality goods to trade with foreigners. Learn about the exile of Ogiso and his family, civil war and the rise of the Obas Dynasty. Have an understanding of the colonisation of Africa and the British invasion of Benin City. <p><u>Chronology</u></p> <p>Place Benin's zenith and colonisation on a timeline alongside other periods of (namely European) history</p> <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Consider Benin's role in the transatlantic slave trade. Understand how primary sources have been used to find out about the history of the Kingdom of Benin. Analyse these sources and their interpretations to discern any intended 'story' <p><u>Vocabulary</u></p> <p><u>Visits</u></p>

<p>drill</p> <p><u>Visits</u></p> <ul style="list-style-type: none">• The Ragged School	<p><u>Vocabulary</u></p> <p>Steel, steam engine, coal, mill, spinning jenny, locomotive, pollution, sewer</p> <p><u>Visits</u></p> <p>The Science Museum: Making the Modern World and the Engine Hall</p>			
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Year 6 History Curriculum

<p style="text-align: center;">Our Island History</p> <p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Understand the chronology of Britain's history of settlement: Know about Britain's settlement by Anglo-Saxons and Scots. Find out about Anglo-Saxon invasions, settlements and kingdoms: place names and village life Know of the arrival of Christianity in England with St, Augustine of Canterbury Investigate the resistance by Alfred the Great and Athelstan, first king of England Have a knowledge of further Viking invasions and Danegeld (tax paid to Viking raiders) Summarise the life and role of Edward the Confessor as a late Saxon king Describe the function and construction of Stonehenge <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Images of artefacts e.g. Sutton Hoo hoard Writings of historians/biographers from the period such as Bede Anglo-Saxon and Viking maps <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place the arrival of the Anglo-Saxons in Britain on a timeline alongside the Roman Empire, and modern history (Stuart and Victorian Britain) Place the Battle of Hastings in 1066 and understand its place in transition from Saxon to Norman England <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Compare sources on Edward the Confessor and the story their creators wish to tell Discuss how patterns of migration in early Britain evolved, particularly with changing sea levels from Doggerland 10,000 years ago. Conduct independent research on Anglo-Saxon life and understand what information is relevant. Identify Anglo-Saxon influences on Britain today, such as place names <p><u>Vocabulary</u> Saxon, Angle, Viking, monk, missionary, nomad, hunter-gatherer</p> <p><u>Visits</u></p>	<p style="text-align: center;">The Swinging 60s</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge</p> <p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> Understand the major changes in popular culture that occurred during the decade: music, fashion, art and sport Know about the life of Dr Martin Luther King and his leadership of the Civil Rights Movement in America <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Eyewitness accounts <p><u>Chronology</u></p> <ul style="list-style-type: none"> Place the 60s and Civil Rights movements alongside other periods in recent history: Victorian, World War II <p><u>Think analytically</u></p> <ul style="list-style-type: none"> Understand the context of racial politics in 1960s America and how movements and fashions arose from them <p><u>Vocabulary</u> Protest, civil rights, civil disobedience</p> <p><u>Visits</u></p>	<p style="text-align: center;">The First Emperor of China</p> <ul style="list-style-type: none"> Understand the significance of Qin Shihuangdi's achievement in creating a unified China Trace the evolution of Chinese characters over time from 2000BC to present day Investigate the discovery in 1974 of the Tomb of the First Emperor and the Terracotta Warriors and the archaeological work which followed Explore the history of the Great Wall of China <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> Images of artefacts such as terra cotta warriors <p><u>Chronology</u></p> <ul style="list-style-type: none"> Understand the scale of Chinese history as it compares to British/European history Place Qin Dynasty on a timeline alongside previously taught periods of ancient and mediaeval history (Greece, Rome, Saxons) <p><u>Think analytically</u> Understand</p> <p><u>Visits</u></p>
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