










### Threads

Through our history curriculum, we have identified key threads: substantive concepts that run throughout our units, revisited each time in increasing depth. Whilst ensuring the children's learning is cohesive, they provide opportunities for the children to broaden their knowledge and further develop their skills in enquiry.

<p><b>Monarchy and Rule</b></p> 	<p>Monarchy, power and rule.</p>	<p><b>Legacy</b></p> 	<p>Achievements and legacies.</p>	<p><b>Invasion and Conflict</b></p> 	<p>Invasion and conflict.</p>	<p><b>Society and Culture</b></p> 	<p>Social hierarchy and the roles of different members of society. Ideas, beliefs and customs of society.</p>
<p><b>Migration and Settlement</b></p> 	<p>Movement and migration. Settlement – the establishment of communities.</p>	<p><b>Technology and Discovery</b></p> 	<p>Technology and Discovery - progress and advancements in science, maths, art and literature, etc.</p>	<p><b>Trade</b></p> 	<p>Trade – developing societies, interactions and growth.</p>		

## EYFS

Understanding of the World Educational Programme	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.
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## Nursery

Unit	All About Me	A Taste of the World	The Farm	Fairy tales	Changes
<b>Birth to Five Matters</b>	Shows interest in the lives of people who are important to them.  Remembers and talks about significant events in their own family’s history  Recognises and describes special times or events for family and friends	Shows interest in the lives of people who are important to them. Remembers and talks about significant events in their own family’s history  Recognises and describes special times or events for family and friends	Shows interest in the lives of people who are important to them.	Recalls a sequence of events in everyday life and stories.	Shows interest in the lives of people who are important to them.  Recognises and describes special times or events for family and friends
<b>Overview</b>	In this unit, the children will be introduced to the passing of time using simple vocabulary such <i>today, yesterday or tomorrow</i> . They will discuss simple changes in their own lives and the history of familiar people around them through significant events, such as birthdays, special trips or celebrations.  Discussions are brought to life through sharing stories, show and tells and role-play.	In this unit, whilst examining the lives and experiences of people from different countries and cultures, including friends and family, narratives, such as <i>Lima’s Red-Hot Chilli</i> and <i>Handa’s Surprise</i> are used to share historical tales from different cultures and communities. The children will also look at the traditions that surround food and how they continue in the present.  The children will also explore various festivals that are celebrated annually, such as Eid, Diwali, Christmas and Chinese New Year.	In this unit, the children will deepen their understanding of the passing of time whilst exploring various elements of farming, such as the growing of crops and the lives of farm animals and their babies, such calves, lambs and piglets.	In this unit, through the telling of traditional tales, the children will continue to develop their understanding of ‘before’ and the past, whilst reflecting on differences in lifestyles, clothing and language.  They will continue to be introduced to the language of time, using terms like, ‘ <i>Long, long ago</i> ’, ‘ <i>Once upon a time</i> ’, ‘ <i>after</i> ’ or ‘ <i>next</i> ’.	In this unit, the children will explore the concept of change and the passing of time by first reflecting upon their own personal growth and progress.  They will discuss physical changes, significant events in the recent past and their learning journeys. This will be done through discussion, images, work samples and photographs to support their discussion of memories.

## Reception

Unit	My Story, Our World	Space	Story Telling	Growing	Dinosaurs
Birth to Five Matters	<ul style="list-style-type: none"> <li>Talk about past and present events in their own life and the lives of family members</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Comment on images of familiar situations in the past</li> </ul>				
ELG	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>				
Overview	<p>In this unit, the children will build upon their learning in nursery and their understanding of change and the passing of time by describing how they have grown and changed. They will also discuss how they might change in the future, introducing terms such as <i>past, present, next</i> and <i>later</i>. They will evidence their understanding of past and present by sorting images and photographs, reflecting upon the similarities and differences between them. As they move into year one, this activity will develop into creating a simple timeline.</p>	<p>In this unit, the children will continue to develop their understanding of the past and ‘history’ by exploring various significant events in the history of space exploration. This will be done through stories, non-fiction texts, photos and images. The children will make comparisons with contemporary images and videos and reflect on how technology has changed over time.</p>	<p>In this unit, through the text, <i>Major Glad and Major Dizzy</i>, the children will discuss changes that have occurred over time, such as to homes, transport and toys. The children will be introduced to a simple timeline that runs through the text, corresponding to the changing events. As a class, the children will sort through various old and new objects, make comparisons and reflect upon the reasons for various differences. The children will use terms such as, <i>time line, old, new, past, present, same</i> and <i>different</i>.</p>	<p>In this unit, the children will use their learning about life cycles to deepen their understanding of change and the passing of time. They will revisit learning about themselves and build upon this through discussions about changes in their own lives, in particular, their year in reception. They will be able to provide more detail and a more accurate account of past events and experiences. These will be supported by photographs, videos and other sources of evidence. The children will begin to use words like, <i>year, week</i> and <i>day</i>.</p>	<p>In this unit, the children will be introduced to the idea that history can take place in the distant past, i.e. Before humans lived on planet Earth. They will discuss the period in which dinosaurs lived and make comparisons to modern day earth, referencing changes to landscapes and physical features. The children will be introduced to a significant figure in British history and our understanding of this period, Mary Anning and the work she accomplished in her field. This learning will be revisited and built upon in Year 3 through their science topic, <i>Rocks</i>.</p> <p>As a class, at the end of the year, the children will create a simple timeline of memories and key events during their time in reception.</p>
<b>Learning Objectives</b>					
EYFS to KS1 and KS2	<p>By the end of reception, the children will be able to use everyday language related to time. They will be able to order and sequence familiar events, creating a simple timeline and talk about the past and present in their own lives and in the lives of family members. The children will be able to ask and answer questions in response to images, objects, stories and events. They will know that information can be retrieved from books and computers. The children will be able to look at similarities, differences, changes and patterns, question why things happen and give simple explanations. As the children move on to KS1 and then KS2, they will build upon their learning in early years and continue to develop the vocabulary with which to discuss it. With each</p>				









	period of history studied, they will deepen their understanding of the past: identify key developments in history, explore significant individuals and develop a sense of chronology. They will consider how different periods relate to each other and contribute to their understanding of the past. To achieve this, they will apply and build upon the disciplinary concepts introduced in early years (e.g., similarities and differences and changes over time) developing their skills in analysis and interpretation.
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### KS1

National Curriculum	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.
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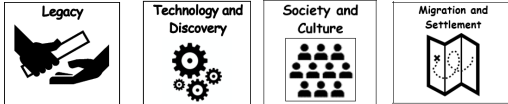

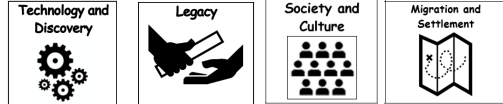
### Year 1

	Our Grandparents	A Local Study: London - Now and Past	The History of Flight
	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. Changes within living memory. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements. 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.	The lives of significant individuals in the past who have contributed to national and international achievements. 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. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
	<p><b>Enquiry Question:</b> What was it like when my grandparents were young?</p> <p>In this unit, the children will begin by asking and answering questions about their own families and grandparents, using pictures and discussion to reflect on the passing of time sorting images into time order. The children will discuss what is meant by 'past' and 'present' and create a simple timeline from the 1950s to the present. The children will</p>	<p><b>Enquiry Question:</b> How do you think London has changed over the years?</p> <p>In this unit the children will draw upon their previous learning and develop it by investigating the history of their own local city, London. They will look at the changing landscape of London, the changing rulers and have a first look at some significant historical events that took place in London, such as the</p>	<p><b>Enquiry Question:</b> How has the ability to fly impacted our lives today?</p> <p>In this unit, the children will begin by reflecting upon what they know and would like to know about flight, drawing on their own experiences and knowledge. Using images, videos and other sources of evidence, the children will investigate some key historical achievements in flight, looking closely at significant events and individuals who have contributed to this history. The children will continue to develop their</p>

	explore similarities and differences between the schools in the past (their grandparents' era) and present by examining objects and photos, before making comparisons between their experiences and that of their grandparents.	industrial revolution and Covid lockdowns. They will place these people and events within a chronological framework by examining, discussing and sequencing images and artefacts and begin to compare and contrast the different periods.	understanding of chronology by sequencing both in time order through discussion and imagery. Applying what they have learned, the children will then consider how flight has impacted our lives today, reflecting on both the positive and negative.
	Chronology, investigating and interpreting, changes over time, similarities and differences, ask and answer questions,	Chronology, investigating and interpreting, changes over time, similarities and differences, ask and answer questions,	Chronology, investigating and interpreting, changes over time, ask and answer questions.
	 	  	  

## Year 2










Year 2			
Unit	The Great Fire of London	Women Who Changed the World	Travel and Transport
National Curriculum	Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements.	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.
Overview	<p><b>Enquiry Question:</b> What caused the Great Fire of London and how did they stop it from happening again?</p> <p>In this unit, the children will learn about the Great Fire of London through pictures and eye-witness reports. They will use simple timelines to place people and events within a chronological framework and discuss the order of events. The children will be history detectives and investigate the reasons behind the start of the Great Fire of London. They will find out why the Great Fire burned down so many houses and ask the question,</p>	<p><b>Enquiry Question:</b> Can you describe the life of an individual who has contributed to national and international achievements?</p> <p>In this unit, the children will be introduced to several women of inspiration who have contributed to national and international achievements, from Florence Nightingale to Malala Yousafzai. They will use simple timelines to sort people and events into chronological order, right up to within living memory. They will compare aspects of life in different places and periods whilst exploring the lives of each woman. In each they will reflect on their pasts, the</p>	<p><b>Enquiry Question:</b> What are the ways travel and transport have changed from past to present?</p> <p>In this unit, the children will continue to use simple timelines to place significant people, events and discoveries within a chronological framework: from the invention of the wheel to first moon landing. The children will follow lines of enquiry into particular forms of transport, for example the history of flight, during which will build on previous learning. They</p>

	<p>could more have been done to slow the spread of the fire? Continuing on, the children will then learn about how the people of London managed to live through the fire and the ways in which society and laws responded, including the ways in which the city was reimagined and rebuilt.</p>	<p>contributions they made and the subsequent changes that occurred.</p>	<p>will compare and contrast, discuss changes that occurred, nationally and internationally and begin to discuss the reasons for those changes. The children will reflect upon particular advancements and their impact on people's lives, for example the use of trains in the 19<sup>th</sup> century: allowing for further comparisons between the ways of life in different periods.</p>
<p>Skills</p>	<p>Chronology, ask and answer questions, start to use stories or accounts to distinguish between fact and fiction, cause and consequences, change over time.</p>	<p>Chronology, ask and answer questions, explore different types of evidence, similarities and differences, cause and consequence, changes over time.</p>	<p>Chronology, ask and answer questions, understand that there are different types of evidence that can help represent the past, changes over time, similarities and differences, cause and consequence.</p>
<p>Threads</p>			




KS2

National Curriculum	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.
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Year 3



Unit	Stone Age to Iron Age	Ancient Egypt
National Curriculum	Changes in Britain from the Stone Age to the Iron Age.	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; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China
Overview	<p><b>Enquiry Question:</b> Was Life Better in the Stone Age, Bronze Age or Iron Age?</p> <p>In this unit the children continue to develop their understanding of chronology, sequencing periods of history with the introduction of dates. The children will draw upon various sources of evidence, both primary and secondary to make inferences about each ‘age’. They will begin to consider fact that history can be interpreted in more than one way and consider the reasons for this. The children will look at societal changes from Stone Age to Iron Age and the reasons behind them, reflecting on both the positive and negative consequences of each change.</p>	<p><b>Enquiry Question:</b> How were the Ancient Egyptians able to survive for 3000 years?</p> <p>The children begin this unit by looking at an overview of the earliest civilisations, including where they were located and when they took place. They will consider how Ancient Egyptian society was structured; what evidence from the past can tell us about them and the possible limitations of various sources of evidence. The children will reflect upon the importance of agriculture and the Nile as resource for Ancient Egyptians and the part it played in the development of this civilisation. They will consider the significance of their writing system and other advancements, drawing comparisons with concurrent periods of history.</p>
Skills	Chronology, cause and consequence, similarities and differences, continuity and change – with support, discuss reasons for change, investigate and interpret from multiple sources (primary and secondary) – begin to discuss differing interpretations.	Chronology, investigate and interpret from multiple sources – primary and secondary, cause and consequence, similarities and differences, continuity and change – with support, discuss reasons for change.
Threads	    	   

Year 4

Unit	Anglo Saxons and Vikings	A Local Study: London at War	The Kingdom of Benin
National Curriculum	Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A non-European society that provides contrasts with British history – one study chosen: Benin (West Africa) c. AD 900-1300.
Overview	<p><b>Enquiry Question:</b> Did the settlement by Anglo-Saxons make England a better or worse place to live? Should the Vikings be viewed as just vicious thieves?</p> <p>The children will begin this unit by looking at how Saxon England began and what happened during the Anglo-Saxon period. They will extract information from various sources of evidence, to analyse and interpret. They will consider the source of each piece of evidence and possible limitations. The children will reflect upon daily life in Saxon England and make comparisons with people from another significant period, i.e. the Romans. They will consider how the Vikings invaders were viewed by the Anglo-Saxons and how the conflict between the two changed Britain.</p>	<p><b>Enquiry Question:</b> How did World War II impact our local area and did anything positive come from it?</p> <p>In this unit, the children will begin by looking at the reasons for Britain going to war in 1939. They will look at who was involved and key events during the war, including the Blitz. The children will consider the short- and long-term impact of the war on Britain and more specifically London: bombings, evacuations, rationing, how urban communities came together and what that was like. They will draw evidence from both primary and secondary sources, including different accounts of the same event, and reflect upon the reasons for those differences. This will run parallel with the children's investigation into the impact of WWII on their local area, Kennington (London): using evidence from a variety of sources, e.g. OS maps, aerial photographs, recounts from local individuals and fieldwork.</p>	<p><b>Enquiry Question:</b> What was Britain's Role in the Downfall of Benin?</p> <p>In this unit, the children will learn about the Kingdom of Benin in the context of wider history: how it was established, its rise in power and eventual decline, reflecting on the part Britain played in this history.</p> <p>They will gather evidence from a range of sources to analyse and interpret, building a picture of what life was like in the kingdom of Benin and make comparisons with the lives of those living in Britain at that time.</p>
Skills	Chronology, similarities and differences, cause and consequence – identify more than one reason for events / actions. Interpretation, continuity and change.	Chronology, continuity and change – begin to independently identify important changes and consider reasons for them, cause and consequence – identify more than one reason for events / actions. Investigate different accounts of the same event.	Chronology, similarities and differences, cause and consequence, investigate different sources of evidence and different accounts of same event – explain the reasons for differences.
Threads			



## Year 5

Year 5		
Unit	The Romans	The Victorians
National Curriculum	The Roman Empire and its impact on Britain.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a significant turning point in British history, for example, the first railways.
Overview	<p><b>Enquiry Question:</b> How did the Roman Empire leave its mark on Britain?</p> <p>In this unit, the children will begin by exploring the rise of the Roman Empire, the power of its army and the reasons behind its invasion of Britain. Having already learned about the Stone Age to Iron Age, the children will be able to make direct links between the Iron Age and Rome's arrival in Britain. They will consider the 'Romanisation' of Britain and the rebellion of Boudicca, ultimately reflecting on the extent to which the Romans changed the lives of people living in Britain at that time.</p>	<p><b>Enquiry Question:</b> How have our lives been changed by the Victorians?</p> <p>In this unit, the children will carry out a study into the significance of the Victorian period within the wider narrative of British history. They will contrast everyday lives during the Victorian era with modern British lifestyles; they will consider some of the major changes during that period and their effects on the physical, social and cultural landscape, including the impact of the railways and Industrial Revolution, and reflect on different perspectives of those changes. The children will learn about significant people and events of that time, drawing from a variety of sources and analysing the reliability of each one.</p>
Skills	Chronology, cause and consequence – recognise when there is more than one -assess importance of each, change and continuity – recognise some changes are not abrupt. Are some of those changes still evident today? Similarity and difference, interpretation.	Chronology, similarities and differences – within period and with another period studied, cause and consequence – impact on the people studied, continuity and change – using increasingly broad variety of evidence, e.g. census, to explore changes over time and interpretation.
Threads	<div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Monarchy and Rule</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Invasion and Conflict</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Legacy</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Technology and Discovery</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Migration and Settlement</div> </div> 	<div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Monarchy and Rule</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Technology and Discovery</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Legacy</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Migration and Settlement</div> <div style="border: 1px solid black; padding: 2px; font-size: 8px;">Society and Culture</div> </div> 

## Year 6

Year 6			
Unit	Ancient Greece	The Maya	Post 1066 Study: The History of Medicine
National Curriculum	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	A non-European society that provides contrasts with British history – one study chosen: Mayan civilization c. AD 900.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; changes in an aspect of social history.
Overview	<b>Enquiry Question:</b> Children to establish own line of enquiry into the impact of the Greeks.	<b>Enquiry Question:</b> How 'civilised' were the Mayans compared to other civilisations?	<b>Enquiry Question:</b> Which time period was the most important for new developments in medicine?

	<p>In this unit, the children will begin by looking at where the Ancient Greek civilisation is placed in time, identifying links between events and relating this timeline to others they have studied (e.g. Ancient Egypt, Iron Age). They will analyse the geography of Greece and consider how it shaped their lives; carry out an inquiry into the city-states and reflect on the strengths and weaknesses of each and consider the impact of Ancient Greece on the modern world. For each investigation, the children will gather evidence from a number of different sources and evaluate usefulness of each. Lastly, they will learn how to pursue an enquiry by examining a question; create a line of enquiry, then investigate.</p>	<p>In this unit, the children will begin by mapping out the location and duration of the Maya civilisation, including key dates of cities being built. Using their knowledge of periods of history previously taught, links will be made with those that are concurrent. They will also consider how the geography of central America would have impacted the Maya. The children will then go on to build a picture of what life was like in Maya by examining the archaeology of Mayan cities. They will reflect on the source of each piece of evidence and consider its usefulness. The children will learn about the beliefs and achievements of the Maya and continue to make comparisons with other civilisations, as they consider their enquiry question.</p>	<p>In this unit, the children will carry out a study into the History of Medicine. They will focus on 'medicine' as an all-encompassing subject (medicine, surgery, public health), mapping out life-changing discoveries and the lives of significant people and events that impacted the pace of progress. They will revisit periods of history previously taught (Ancient Egypt, Romans, Victorians, WWII etc) to compare and contrast. They will reflect on evidence from a number of sources: archaeological artefacts, newspaper reports, personal accounts, medical journals, diagrams and photos – all of which will be analysed for their purpose and usefulness.</p>
<p>Skills</p>	<p>Chronology, similarities and differences – between 3 time periods, suggesting why there may be similarities, cause and consequence – create a line of enquiry and investigate. Interpretation, continuity and change.</p>	<p>Chronology, similarities and differences between multiple periods studied, cause and consequence, independently select relevant sections of information to address questions. Interpretation, continuity and change.</p>	<p>Chronology, similarities and differences between multiple periods studied, cause and consequence, change and continuity – map changes over time, consider influences of wider aspects; investigate own line of enquiry by posing historically valid Qs.</p>
<p>Threads</p>	