

Why Teach History?

History allows us to understand our past, which in turn allows us to understand our present. By studying history, we are able to identify the social and cultural changes and developments, encouraging understanding of why certain events happened and therefore helping pupils to consider the outcomes and consequences of theirs and others' choices and actions.

History provides us with insight into our cultures of origin as well as cultures with which we might be less familiar. This allows pupils to increase their cross-cultural awareness and understanding of people, beliefs and the world.

It enables us to learn about the influence of significant individuals in the past and recognise how they have contributed to national and international achievements.

Learning the history of topics such as the Civil Rights in America helps us to understand why some rules and laws were created and encourages students' motivation to improve society and the world further.

Through teaching history, we promote pupils to exercise their critical thinking and writing skills which will be important in their future academic, professional and personal lives.

Disciplinary Knowledge - Second Order Concepts and Enquiry

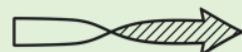
Pupils make progress in history by developing an understanding of how historians investigate the past, and how they construct historical claims, arguments and accounts.

Enquiry questions are at the heart of the history curriculum providing a framework for pupils to understand the past and to structure their knowledge. By framing each unit and lesson through enquiry questions we are mirroring the historical process and developing disciplinary knowledge.

Historical Significance



Continuity and Change



Similarities and Differences



Cause



Consequence



Substantive Themes and First Order Concepts

Our curriculum enables pupils to gain historical perspective by placing their growing knowledge into different contexts.

Society, Culture and People



The Role of Religion



Political Ideas, the Military and Power



Economy and Finance



These substantive themes are mapped through the curriculum to ensure that pupils revisit them in different contexts, developing their schema related to each one.

Local, National and International History

Pupils need to develop a real sense of time, period and narrative encompassing local, national and international history and how they relate to one another.

We engage with the Museum of London Archaeology (MOLA) to deliver workshops to provide a local context to periods of history being studied.

	Local	National	International
Examples	Shoes/Transport (Y1)	Great Fire of London (Y2)	Ibn Battuta (Y2)
	Great Fire of Northampton (Y2)	Roman impact on Britain (Y4)	Egyptians(Y3)
	Bletchley Park/ Walter Tull (Y6)		Ancient Greeks (Y4)
			Roman Empire (Y4)
			Maya (Y5)

Diversity

The curriculum is designed to ensure that pupils encounter diversity within their historical learning. For example:

- Comparing significant individuals from history and how they are remembered (e.g., Mary Seacole and Florence Nightingale)
- Civil rights (Yr6)
- Contrasting world histories from the same period (e.g., Britain during the Anglo-Saxons & Vikings and the Maya)

Chronological Understanding

Sound chronological understanding is required to build a coherent knowledge and understanding of the past.

Chronological Understanding



In KS1 the curriculum is focused on allowing pupils to understand the difference between now and the past and to start to place their understanding into a chronological framework.


In KS2 the curriculum is taught in chronological order supports pupils to recognise where new learning fits into the framework of what they already know and recognise connections between what has gone before and the period now being studied. The aim is to build a bigger inter-related picture of history and not just unrelated, isolated pockets of knowledge.


















Assessment

Pupils' learning of the curriculum is assessed on an ongoing basis. Teachers regularly check pupils can remember key knowledge relating to the period of history being studied using knowledge organisers and assess pupils' disciplinary knowledge through learning activities in lessons. Leaders and other staff regularly review pupils' work in their books and meet with groups of pupils to discuss their learning in history to review the curriculum and its impact.

Topic Overview

KS1	Year 1	<div>Autumn Term 2</div> <div>CHANGES WITHIN LIVING MEMORY - A HISTORY OF TOYS</div> <div></div>	<div>Spring Term 2</div> <div>SHOES (Northampton)</div> <div></div> <div>TRANSPORT (Milton Keynes)</div> <div></div>	<div>Summer Term 2</div> <div>Monarchy</div> <div></div>		
	Year 2	<div>Autumn Term 1</div> <div>THE GREAT FIRE OF LONDON</div> <div></div>	<div>Spring Term 2</div> <div>MEDICINE</div> <div>SIGNIFICANT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE</div> <div></div>	<div>Summer Term 2</div> <div>EXPLORERS</div> <div></div>		
KS2	Year 3	<div>Autumn Term 1</div> <div>STONE AGE TO IRON AGE</div> <div></div>	<div>Spring Term</div>		<div>Summer Term 1 & 2</div> <div>ANCIENT EGYPT</div> <div></div>	
	Year 4	<div>Autumn Term 1</div> <div>ANCIENT GREECE – LIFE</div> <div></div>	<div>Spring Term 1</div> <div>ANCIENT GREECE – LEGACY</div>	<div>Summer 1</div> <div>THE ROMAN EMPIRE</div> <div></div>	<div>Summer 2</div> <div>ROMAN BRITAIN</div>	
		<div>Autumn Term 1</div> <div>BRITAINS SETTLEMENT BY THE ANGLO-SAXONS</div> <div></div>	<div>Spring Term 1</div> <div>VIKING AND ANGLO-SAXON STRUGGLE FOR BRITAIN</div> <div></div>	<div>Summer Term 1</div> <div>Maya - NON-EUROPEAN STUDY C.900AD</div> <div></div>		
	Year 5	<div>Autumn Term 2</div> <div>Walter Tull (Northampton)</div> <div></div>	<div>Spring Term 1</div>	<div>Spring Term 2</div>	<div>Summer Term 1</div>	<div>Summer Term 2</div>
	Year 6	<div>Autumn Term 2</div> <div>Bletchley Park (Milton Keynes)</div> <div></div>	<div>Spring Term 1</div>	<div>SOCIAL HISTORY OVER TIME – CIVIL RIGHTS</div> <div></div>		<div>Summer Term 1</div>


		EYFS Curriculum Map								
Understanding the World										
People, Culture and Communities			Past and Present			The Natural World		Technology		
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.										
Key Vocabulary		Autumn 1			Spring 1			Summer 1		
		celebrations	family	now	growth	present	map	past	culture	life
		different	school	then	community	compare	animals	present	change	living
		same	Autumn	Winter	past	Spring	plants	future	Summer	effect
		weather	belief	special	decay	materials	human	country	nature	seasons
Key Knowledge and Skills	People, Culture and Communities	<ul style="list-style-type: none">- Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making links to the children’s own experiences linking to below- Discuss members of the immediate family and community. How are we the same and different?- Discuss similarities and differences between people and the lives they live (jobs/houses/appearance/family etc)- Name and describe people who are familiar to us- Comment on images of familiar situations in the past- Explore and describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.- Create graphical representations, drawings and maps based on own life, immediate environment and experiences			<ul style="list-style-type: none">- Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) gaining an increased understanding that we all celebrate different events linking to below- Explore, discuss and recognise similarities, differences between themselves and others and among families, communities and traditions.- Understand that some places are special to members of their community- Compare and contrast characters from stories, including figures from the past- Explore and describe the school and local environment using knowledge from observation, discussion, stories, non-fiction texts and maps.- Create graphical representations, drawings and maps based on the school and areas of the local community			<ul style="list-style-type: none">- Explore, discuss and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making connections between our own experiences and those of other’s people linking to below- Recognise and discuss some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and reading- Explore, discuss and explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		
	Past and Present	<ul style="list-style-type: none">- Discuss about past and present events in own life and the lives of their family- Discuss the lives of people around them and their roles in society			<ul style="list-style-type: none">- Recognise some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class			<ul style="list-style-type: none">- Understand the past through settings, characters and events encountered in books read in class and storytelling- Discuss and encourage children to understand what is the past, present and future in simple terms		
	The Natural World	<ul style="list-style-type: none">- Record patterns in weather and explore features of Autumn/Winter- Explore and discuss features of materials and states of matter- Explore a range of objects and materials in the immediate environment and from nature and recognise and discuss their features- Discuss and explain some of the things they have observed such as plants, animals, natural and found objects- Play with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake- Discuss and learn to show care and concern for living things and the environment			<ul style="list-style-type: none">- Record patterns in weather and explore features of Winter/Spring- Explore changes in states of matter through cooking and materials (e.g. paint, clay, ice)- Explore the natural world around them, making observations and drawing pictures of animals and plants- Experience planting and growing of bulbs and seeds- Explore and recognise growth, decay and changes over time			<ul style="list-style-type: none">- Record patterns in weather and explore features of Spring/Summer and compare over time- Discuss and explain changes in states of matter- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.- Develop an understanding of the effect their behaviour can have on the environment		
	Technology	<ul style="list-style-type: none">- Explore and use a range of different basic technology- Know how to operate simple equipment, e.g. uses a remote control, can navigate touch-capable technology with support- Explore making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images			<ul style="list-style-type: none">- Explore and play with technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets- Play with a range of materials to learn cause and effect, e.g. makes a string puppet using dowels and string to suspend the puppet- Explore and discuss why things happen and how things work- Model the correct use of technology including care for equipment, ipads, cameras, computer keyboards and mice.			<ul style="list-style-type: none">- Use digital devices and the internet to retrieve and record information relevant to learning		





 East Midlands Academy Trust		<div>East Midlands Academy Trust</div> <div>History Curriculum Map – Autumn Term</div>				 East Midlands Academy Trust		 CASTLE ACADEMY	 HARDINGSTONE ACADEMY	 NORTHAMPTON INTERNATIONAL ACADEMY	 ORCHARD ACADEMY	 SHEPHERDSWELL ACADEMY	 SIMPSON AVENUE ACADEMY
Key Concepts		 Society Culture and People		 The Role of Religion		 Political Ideas, the Military and Power				 Economy and Finance			
Second Order Concepts		 Historical Significance		 Similarities and Differences		 Continuity and Change		 Cause		 Consequence			
Historical Knowledge and Enquiry Questions	Year 1 Autumn 2		Year 2 Autumn 1		Year 3 Autumn 1		Year 4 Autumn 1		Year 5 Autumn 1		Year 6 Autumn 2		
	Toys Through Time		The Great Fire of London		Stone Age to Iron Age		Life in Ancient Greece		The Anglo-Saxons		Walter Tull		
	KE: How have toys stayed the same and changed over time?		KE: Why should we remember the Great Fire of London?		KE: How did life in Britain change from the Stone Age to the Iron Age?		KE: What was life like in Ancient Greece?		KE: How did the Anglo-Saxons settlement change Britain?		KE: What was Walter Tull’s social and cultural contribution?		
	E1: What is the significance of a toy?		E1: What are the similarities and differences between Stuart London and 2024?		E1: What do we mean by ‘chronology’?		E1: Why were the Ancient Greeks significant?		E1: What was the significance of where the Angles and Saxons came from and settled?		E1: Why was Walter Tull a significant figure?		
	E2: How have toys changed from the past?		E2: What is the cause of the fire?		E2: What changes within the Stone Age?		E2: What can we learn about continuity and change through archaeology?		E2: What caused the Saxons to come to Britain? What challenges did they face in establishing a settlement?		E2: What were the consequences of Walter Tull growing up in an orphanage?		
	E3: How are toys today similar or different to toys of the past? (focus on teddy bears)		E3: What is the historical significance of the fire?		E3: What was the cause and consequence of Bronze.		E3: How and why are artefacts significant for historians?		E3: What was life like for an Anglo-Saxon?		E3: What similarities and differences are there between a footballer now and In Walter’s time?		
	E4: How are toys today similar or different to toys of the past (focus on toy cars)		E4: What was the consequence of the fire?		E4: What is the cause and consequence of Iron.		E4: What were the similarities and differences between the Athenians and Spartans?		E4: How can our interpretations of artefacts teach us about Anglo-Saxon culture?		E4: How did Walter Tull becoming an officer show continuity and change in the army?		
	E5: How do we find out about different toys?		E5: Did one individual cause the fire?		E5: How did life in Britain change from the Stone Age to the Iron Age?		E5: What similarities and differences about Greek life can we find in Ancient Greek myths?		E5: What caused Anglo-Saxons to convert to Christianity in Britain?		E5: How and why has the significance of Walter Tull’s life changed through time?		
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Every child deserves to be the best they can be													

Historical Knowledge and Enquiry Questions

Every child deserves to be the best they can be

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Key Concepts	 Society Culture and People	 The Role of Religion	 Political Ideas, the Military and Power	 Economy and Finance
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Society Culture and People 	Transport How have trains have affected Milton Keynes? How the lives of the people living in MK have been affected by the growth of the train network? Toys How toys reflect the values of the time including gender roles Why toys are important and who played with them. Changes in play / games (materials, technology, move from outside to indoor play) Stepping into Northampton How shoes have changed in design and the reasons why we wear shoes. Monarchy Why the monarchy is important	Medicine Diseases that were common at the time and reasons for their spread. The effect of improved nursing practice, medicines, and hospitals. Attitudes towards nursing as a profession / Changing role of women. Explorers The motivation of explorers and changes in methods of exploration over time. The experiences of Ibn Battuta on his journeys. What his travels tell us about social world in Asia, Africa, Europe at that time? E.g., Methods of travel Great Fire of London Everyday life in London in the 17 th Century. Changes and growth of emergency services / housing then and now	Stone Age to Iron Age Early humans and their activities. Every-day life including housing, diet, tools etc from this period of time. Ancient Egypt How Egyptian inventions and technology have shaped the world. The purpose and significance of the Great Pyramids The importance of Cleopatra Everyday life, festivals, inventions, and impact of technology. Nature of a civilisation.	Ancient Greece – life. What artefacts can tell us about everyday life for Ancient Greeks. How archaeological sites can be used to explain life in Ancient Greece. The importance of myths and legends. Ancient Greece-legacy How the Ancient Greeks influenced everyday life. The lives of children in Ancient Greece. How the Olympic games have changed. The Roman Empire. What life was like for Ancient Romans. What life was like in the Roman Empire. Roman Britain. How the Romans influenced everyday life in roman Britain. The Romanisation of Britain after the conquest.	Anglo-Saxons Attraction of Britain and why others came to live here. The Anglo-Saxon judicial system. Roles in society Everyday life Settlements Maya Aspects of Maya culture. The legacy of Maya culture. How did they live? Trade, writing, time, calendar. Anglo-Saxons and Vikings Raids between Vikings and Anglo-Saxons	Walter Tull Contributions to British society Recognised retrospectively for his contribution. Civil Rights Cultural changes in US society Major improvements to the lives of black people within US e.g., education, transport, prospects etc
The Role of Religion 	Monarchy The Queen is head of state and head of the Church of England. The coronations are held in Westminster Abbey and are religious ceremonies. Religious aspects of weddings		Stone Age to Iron Age How life changed in the Stone Age Ancient Egypt – Civilisation Gods and Goddesses Myths and legends	Ancient Greece -life. What Greek myths tell us about worship. Ancient Greece – legacy. The origins of democracy. Roman Empire. Who the Romans worshipped. Roman Britain. The Romanisation of culture and beliefs	Anglo-Saxons Role of religion in daily life Conversion of Anglo-Saxons to Christianity. Maya Religious beliefs of Maya	
Political Ideas, the Military and Power 	Monarchy Elizabeth II had Role of the military in the coronation Elizabeth I sending Sir Francis Drake on his mission Spanish Armada – type of warfare in the time of Elizabeth I Elizabeth I held supreme political power whilst Elizabeth II was more of a state figurehead and is not seen to interfere with politics.	Medicine Crimean War – standards of care for troops on the front line.	Ancient Egypt Pharaohs responsibility as both religious and political leaders.	Ancient Greece – life. Athenians and Spartans. Roman Empire. How an empire expands and is maintained. Roman Britain. How the Romans conquered Britain. The role of Boudicca in resisting the Romans. The Iceni tribe fighting against the Romans.	Anglo-Saxons Invasions Ownership of land Anglo-Saxons and Vikings Viking raids Anglo-Saxon judicial system comparison with the modern day.	Walter Tull Becoming the first black officer to lead white people. Civil Rights Major changes to laws to ensure equal rights
Economy and Finance 	Stepping into Northampton Why shoes are important to Northampton and why this is important for the economy. Transport Why Milton Keynes has good transport links. MK was chosen due to its location and proximity to London.	Medicine Financial challenges faced by Mary Seacole and Florence Nightingale. The NHS becoming free for all.	Stone Age to Iron Age Hunters-gather economy based on development of trade and agricultural economy	Roman Britain. The reasons for the Roman invasion of Britain. How the road infrastructure boosted trade.	Maya Trade in the Maya	Civil Rights Poverty within the black communities

Second Order Concepts



Historical Significance



Similarities and Differences



Continuity and Change






Cause






Consequence

		EYFS	KS1							KS2					
Chronological Knowledge and Understanding		<ul style="list-style-type: none">• Use everyday language related to time• Order and sequence familiar events• Describe main story settings, events and principal characters.• Talk about past and present events in their own lives and in lives of family members	<ul style="list-style-type: none">• Develop an awareness of the past• Use common words and phrases relating to the passing of time• Know where all people/events studied fit into a chronological framework• Identify similarities / differences between periods							<ul style="list-style-type: none">• Continue to develop chronologically secure knowledge of history• Establish clear narratives within and across periods studied Note connections, contrasts and trends over time					
Historical enquiry – Using evidence / Communicating ideas		<ul style="list-style-type: none">• Be curious about people and show interest in stories• Answer ‘how’ and ‘why’ questions ... in response to stories or events.• Explain own knowledge and understanding and asks appropriate questions.• Know that information can be retrieved from books and computers• Record, using marks they can interpret and explain	<ul style="list-style-type: none">• Ask and answer questions• Understand some ways we find out about the past• Choose and use parts of stories and other sources to show understanding (of second order concepts below)							<ul style="list-style-type: none">• Regularly address and sometimes devise historically valid questions• Understand how knowledge of the past is constructed from a range of sources• Construct informed responses by ... Selecting and organising relevant historical information					
Historical terms		<ul style="list-style-type: none">• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words	<ul style="list-style-type: none">• Use a wide vocabulary of everyday historical terms							<ul style="list-style-type: none">• Develop the appropriate use of historical terms					
			Historical Terms to Encountered Throughout the KS1/2 Curriculum →												
			Civilisation	Conflict	Democracy	Empire	Exploration	Government	Migration	Monarchy	Peasantry	Poverty	Religion	Science and Technology	Taxation
Interpretation of History			<ul style="list-style-type: none">• Identify different ways in which the past is represented							<ul style="list-style-type: none">• Understand that different versions of the past may exist, giving some reasons for this					
Second Order Concepts	Significance and Judgements	<ul style="list-style-type: none">• Recognise and describe special times or events for family or friends	<ul style="list-style-type: none">• Talk about who was important e.g. In a simple historical account• Identify different ways in which the past is represented							<ul style="list-style-type: none">• Identify historically significant people and events in situations• Understand that different versions of the past may exist, giving some reasons for this					
	Similarity / Difference (within a period/situation)	<ul style="list-style-type: none">• Know about similarities and differences between themselves and others, and among families, communities and traditions	<ul style="list-style-type: none">• Make simple observations about different types of people, events, beliefs within a society							<ul style="list-style-type: none">• Describe social, cultural, religious and ethnic diversity in Britain and the wider world					
	Continuity and Change (in and between periods)	<ul style="list-style-type: none">• Look closely at similarities, differences, patterns and change• Develop understanding of growth, decay and changes over time	<ul style="list-style-type: none">• Identify similarities/differences between ways of life at different times							<ul style="list-style-type: none">• Describe/make links between main events, situations and changes within and across different periods/societies					
	Cause	<ul style="list-style-type: none">• Identify different ways in which the past is represented	<ul style="list-style-type: none">• Recognise why people did things, why events happened and what happened as a result							<ul style="list-style-type: none">• Identify and give reasons for, results of, historical events, situations, changes					
	Consequence														

Every child deserves to be the best they can be

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Significance 	Monarchy KE: Why are Queen Elizabeth I and Queen Elizabeth II significant in History? Stepping into Northampton E4: Who in Northampton significant in the history of shoes?	Great Fire of London KE: Why should we remember the Great Fire of London? E2: How did the fire start? E3: What happened during the fire? E4: What was the impact of the fire?	Stone Age KE: How did life in Britain change from the Stone Age to the Iron Age? E4: What is the cause and consequence of iron? E5: How did life in Britain change from the Stone Age through to the Iron Age? (Visit to Stanwick Lakes)	Ancient Greece – life KE: What was life like in Ancient Greece? E1: Who were the Ancient Greeks and where were they? E2: What can we learn about life in Ancient Greece from archaeological sites? E3: What do artefacts tell us about what life was like in Ancient Greece? Ancient Greece – legacy. E3: What can we tell about the Ancient Greeks from their interest in theatre? E5: What can we learn from Ancient Greek myths? The Roman Empire. E1: Who were the Ancient Romans and when was the Roman Empire? E2: What is the Roman empire?	Anglo-Saxons KE: How did the Anglo- Saxons settlement change Britain? E2: Why did the Saxons come to Britain? Anglo-Saxons and Vikings E2: Who was more successful – the Vikings or Saxons? Maya KE: Why should we study the Maya?	Civil Rights E1: What was life like in 1950s America? E2: Why did Oliver Brown take the Board of Education to the Supreme Court? Bletchley Park KE: What was Bletchley Park’s role on World War Two? E5: What is the legacy of Bletchley Park?
	E5: Why is Northampton significant in the history of shoes? Transport E5: Why are trains important to our local area? – Wolverton Works and royal train link	Medicine E2: Who was Florence Nightingale? E3: Who was Mary Seacole? Explorers E1: What is an explorer? E2: Who was Robert Falcon Scott? E3: Who was Ibn Battuta?	Ancient Egypt KE: How did the civilization of Egypt wax and wane? E1: Who were the Ancient Egyptians? E2: Who built the Great Pyramid at Giza? E5: Who was Cleopatra and how is she remembered?			
Similarities and Differences 	Toys Through Time E3: How are toys today similar or different to toys of the past? (focus on teddy bears and cars) Monarchy E5: Why is Elizabeth I significant and how do the two Queens compare?	Medicine E4: How do we remember Florence and Mary? Explorers E4: How did climate affect their exploration? Great Fire of London How is life in Stuart London different to London today?	Stone Age to Iron Age E2: What was ‘new’ about the New Stone Age? E3: How and why did bronze replace stone? E4: Which was better, bronze or iron? E5: How did life in Britain change from the Stone Age through to the Iron Age? (Visit to Stanwick Lakes.) Ancient Egypt E3: What did the Ancient Egyptians believe about death and what happens to you when you die? E5: How did we obtain all the knowledge we have on Ancient Egypt?	Ancient Greece – life. E4: Who were the Athenians and Spartans? E4: How was education different for Athenians and Spartans and boys and girls? Ancient Greece – legacy. E1: What was education like for boys and girls in Ancient Greece? E5: What can we learn from Ancient Greek myths? The Roman Empire. E4: What was life like in the Roman Empire?	Anglo-Saxons and Vikings. E4: How does the Anglo-Saxon judicial system compare to the system we have today? Maya E5: What was the Maya culture like? How does this compare to other civilisations we have studied?	Walter Tull E3: What differences are there between a footballer now and in Walter’s time?
Continuity and Change 	Toys Through Time E3: How are toys today similar or different to toys of the past? (focus on teddy bears and cars) Monarchy E5: Why is Elizabeth I and II significant and how do the two Queens compare? Stepping into Northampton E2: Why do we wear shoes? Transport KE: Why were the railways important to our local area? E2: What are trains and railways? E3: Who is George Stephenson and why is he significant?	Medicine KE5: Why do we remember Florence and Mary? Explorers KE4: How did climate affect their exploration?	Stone Age to Iron Age: E1: What do we mean by ‘chronology’? E2: What changes within the Stone Age? E3: What was the cause and consequence of iron? E5: How did life in Britain change from the Stone Age through to the Iron Age? (Visit to Stanwick Lakes.) Ancient Egypt: E3: Who were the Ancient Egyptian Pharaohs? E4: What did Akhenaten do that made him so hated? E5: Who was Cleopatra and how is she remembered? E5: How did we obtain all the knowledge we have on Ancient Egypt?		Anglo-Saxons and Vikings E1: Why were Viking raids so successful? Maya E3: What was trade like during the Maya period? How has this changed? E5: What was the Maya culture like? How does this compare to other civilisations we have studied?	Civil Rights E7: What significant changes have been made because of the Black Lives Matter movement?

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause 	Toys Through Time KE: How have toys stayed the same and changed over time? E1: What is a toy?	Great Fire of London E2: How did the fire start? E5: Did one individual cause the fire? Medicine E2: Who was Florence Nightingale? E3: Who was Mary Seacole?	Stone Age to Iron Age E2: What changes within the Stone Age? E3: What was the consequence and cause of Bronze?	Ancient Greece – legacy. E5: How has art and architecture in Ancient Greece influenced the modern world? The Roman Empire. E5: Who did the Romans worship and why? Roman Britain. E1: Why did the Romans invade Britain? E2: What resistance did the Romans face from Britons?	Anglo-Saxons E2: Why did the Saxons come to Britain? What challenges did they face in establishing a settlement? E5: Why were Anglo-Saxons converted to Christianity in Britain? Anglo-Saxons and Vikings E3: Why was Danegeld introduced?	
Consequence 	Toys Through Time KE: How have toys stayed the same and changed over time? E3: How are toys today similar or different to toys of the past? (Focus on teddy bears) E4: How are toys today similar or different to toys of the past (focus on toy cars)	Great Fire of London E4: What was the impact of the fire? Medicine KE5: Why do we remember Florence and Mary?	Stone Age to Iron Age E2: What changes within the Stone Age? E3: What was the cause and consequence of Bronze? E4: What was the cause and consequence of Iron? Ancient Egypt: What was the impact of Ancient Egypt on Britain today?	Ancient Greece – legacy E2: What did the Ancient Greeks teach us about democracy? Roman Britain. E3: How were the Romans successful in their conquest of Britain?	Anglo-Saxons and Vikings KE: What was the legacy of the Anglo-Saxon and Vikings settlement? Maya KE: Why should we study the Maya?	Civil Rights E3: Why would Rosa Parks not give up her seat on the bus? E8: Which group made the bigger social impact – the Civil Rights movement in the 1960s or the present-day Black Lives Matter movement?
Sources/ Interpretations 	Toys Through Time KE: How have toys stayed the same and changed over time?	Great Fire of London E1: What was life like in Stuart London?	Stone Age to Iron Age E5: How did life in Britain change from the Stone Age through to the Iron Age? (Visit to Stanwick Lakes.)		Anglo-Saxons E4: What do artefacts teach us about Anglo-Saxon culture?	
	Stepping into Northampton Travelling through Milton Keynes KE: Why were the railways important to our local area? Monarchy KE: Why do we remember Queen Elizabeth I and Queen Elizabeth II?	Medicine KE1: Who helps us stay healthy? Explorers KE1: What is an explorer? KE2: Who was Robert Falcon Scott? KE3: Who was Ibn Battuta?				

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	<p>How have toys stayed the same and changed over time?</p> <ul style="list-style-type: none"> • I know a toy is something we play with, and we have them for fun, entertainment and comfort • I know people had toys in the past that are similar to toys we play with today such as cars, teddy bears and dolls • I know people had toys in the past that are different to toys we play with today for example spinning tops, Jacobs ladders and flip books • I know toys can be made from materials such as wood, metal, plastic and fabric • I know toy cars were originally tin or wood but now they are mostly made from metal and plastic and can be battery operated • I know teddy bears were originally firm, lifelike, and stiff but now they are soft, cuddly and don't look like real bears • I know Margarete Steiff made the first soft toy 	<p>Why should we remember the Great Fire of London?</p> <ul style="list-style-type: none"> • I know that in 1666; houses were made of timber and built close together. • I know that there are different jobs available • I know that in 1666 there had been a drought after a long dry Summer in London that caused the timber on the houses to dry out making it easier to burn. • I know the fire started in Thomas Farriner's Bakery in Pudding Lane, London. • I know the fire started on September 2nd 1666. • I know the fire spread quickly helped by a strong East wind. • I know Samuel Pepys kept a diary that helps us know exact information about the GF of L. • I know that houses were pulled down in an attempt to stop the spread of the fire. • I know that as a result of the fire, fire brigades were established. • I know arguments for and against those who could be blamed for the fires spread. 	<p>How did life in Britain change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> • I know that we put all events in time order and we call this chronological order. • I know that the Stone Age is a long period of time that lasted from about 2.6 million years ago to about 3,300 BC and was divided into 3 periods of time. Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age). • I know the Bronze Age followed the Neolithic period and although around the world it started at different times, it started in England around 1900BCE. • I know that The Iron Age was the period after the Bronze Age and that started between 1200 B.C. and 600 B.C., People across much of Europe, Asia and parts of Africa began making tools and weapons from iron and steel. • I know the reasons why iron is superior to bronze. 	<p>What was life like in Ancient Greece?</p> <ul style="list-style-type: none"> • I know when and where the Ancient Greeks were. • I can locate Ancient Greece, Athens and Sparta on a map. • I know what an archaeological site is. • I can evaluate the significance of artefacts. • I can use artefacts to teach me about life in Ancient Greece. • I can select and combine information from different sources about life in Ancient Greece. • I can identify some similarities and differences between Athenians and Spartans. • To know that understanding the past is represented in different ways. 	<p>How did the Anglo-Saxons settlement change Britain?</p> <ul style="list-style-type: none"> • I know where the Anglo-Saxons came from. • I know where the Anglo-Saxons settled. • I know the challenges they faced when establishing their settlements. • I know what village life was like for Anglo-Saxons. • I can use artefacts to teach me about Anglo-Saxon culture. • I know that Anglo-Saxons converted to Christianity. • I understand why Anglo-Saxons converted to Christianity. • I know the significance of their conversion. 	<p>Northampton What was Walter Tull's social and cultural contribution?</p> <ul style="list-style-type: none"> • I know who Walter Tull was? • I know what life was like when Walter was young? • I know about his football career • I know the issues he faced during his football career • I know when WW1 started • I know facts about WW1 • I know about Walter's army career? • I understand the significance of him becoming an officer. • I know how and where he died? <p>Milton Keynes What was Bletchley Park's role in World War Two?</p> <ul style="list-style-type: none"> • I know when the WW2- started and finished • I know the countries involved on both sides • I know where Bletchley Park is • I know what activities took place there • I know what a codebreaker is • I know the role that women played at Bletchley Park • I know what legacy Bletchley Park left • I know the link between Bletchley Park and GHQC



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring Term	<p>Northampton Why are shoes important to Northampton?</p> <ul style="list-style-type: none"> • I can name different parts of a shoe. • I know we wear shoes to protect our feet and different shoes are worn depending on the event • I know why Northampton became a centre for shoe making. • I know why the Northampton Football team are called the Cobblers. • I know some famous people who buy shoes in Northampton. <p>Milton Keynes Why were the railways important to our local area?</p> <ul style="list-style-type: none"> • I know there are different types of transport such as trains, planes, cars, buses, taxi's etc and that it takes people or cargo from place to place. • I know that transport has changed over time. E.g. cars, planes • I know George Stephenson invented the steam train • I know trains have changed over time for example the change from steam to electric • I know the railways links in Milton Keynes are important because we are close to London • I know Wolverton Works is the world's longest continually operating railway works • I know Wolverton has been the home of the Royal train since 1842 	<p>Why do we remember Florence and Mary?</p> <ul style="list-style-type: none"> • I know which people help me keep healthy. • I know who Florence Nightingale was. • I know why she became a Nurse. • I know what hospitals were like in Crimea before Florence arrived. • I know how Florence changed hospitals and nursing. • I know who Mary Seacole is. • I know how Mary Seacole helped people. • I know how we remember Florence and Mary. • I know why we remember Florence and Mary. 	<p>No history unit taught in the Spring Term</p>	<p>How significant is the legacy of Ancient Greece for life today?</p> <ul style="list-style-type: none"> • I know who had access to education. • I know of some differences between the lives of boys and girls in Ancient Greece. • I understand what democracy means in Ancient Greece. • I understand the origins of democracy. • I know a range of social activities Ancient Greeks enjoyed. • I understand the influence of the Ancient Greeks on art and architecture. • I can explain what is meant by legacy. • I can justify where the Ancient Greeks have had a lasting impact on the wider world. 	<p>What was the legacy of the Anglo-Saxon and Vikings settlement?</p> <ul style="list-style-type: none"> • I know what made the Viking raids so successful. • I can determine whether the Vikings or Anglo-Saxons were more successful. • I know who Alfred the Great is. • I know what Danegeld is. • I know why Danegeld was introduced. • I know who Edward the Confessor is. • I know how the last Anglo-Saxon kings shaped England. 	<p>Spring and Summer Unit How significant was the Civil Rights Movement?</p> <ul style="list-style-type: none"> • I know where America is on the world map • I know which continent America is in • I know what life was like in the 1950s in America • I know what restrictions black people faced in the 1950s • I know who Oliver Brown is • I know what the Supreme Court is • I know why Oliver Brown went to the Supreme Court • I know who Rosa Parks is • I know what she refused to do • I know who MLK is • I know where Selma and Montgomery is • I know what BLM stands for • I know why BLM started

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Term	<p>Why do we remember Queen Elizabeth I and Queen Elizabeth II?</p> <ul style="list-style-type: none"> I know the monarchy is based on the rule of a King or Queen I understand the monarchy used to make political decisions for a country I know we have a monarchy in England but they do not make important decisions about the country I can say what the monarchy is and why it is important I know Queen Elizabeth I defeated the Spanish Armada I know Queen Elizabeth II helped stabilise England Queen Elizabeth II is the longest reigning monarch I know Queen Elizabeth II was Queen of the Commonwealth I know both Queens had a coronation I know there were similarities and differences between Queen Elizabeth I and II 	<p>Why do we remember Ibn Battuta and Robert Falcon Scott?</p> <ul style="list-style-type: none"> I know what an explorer is. I can name some famous explorers and say where they explored. I know who RF Scott is. I know what he explored. I know who Ibn Battuta is. I know what he explored. I know how the climate affected Scott and Battuta on their explorations. I know what equipment explorers need depending on the are of exploration. 	<p>How did the civilization of Egypt wax and wane?</p> <ul style="list-style-type: none"> I can say which era the Ancient Egyptians and when the Civilization occurred. I know much of what we know about Ancient Egyptians has come from tombs. I know some of the sources that have survived are called artefacts. I know how the pyramids were built. I know Ancient Egyptians life centred around the River Nile. I can talk about what an Ancient Egyptian pharaoh was and who Akhenaten was. I know who Cleopatra was and why she was so important to Ancient Egypt. I can say how the Ancient Egyptians used written language I know Ancient Egyptians believed in the afterlife. I know Ancient Egyptian gods were a big part of the people's life and death. I can say how we are able to access the information we have today about Ancient Egypt. 	<p>What was life like in the Roman Empire?</p> <ul style="list-style-type: none"> I know when the age of the Roman Empire was. I can explain who the Ancient Romans were. I know what an empire is. I understand how an empire can expand. I know how the Romans maintained their empire. I can explain the importance of some Ancient Roman activities. I know who the Romans worshipped. <p>What is the lasting impact of the Roman invasion of Britain?</p> <ul style="list-style-type: none"> I know why the Romans invaded Britain. I can explain how the Romans faced some resistance from the Britons. I know who Boudicca was. I can explain the role Boudicca played in resisting the rule of the Romans. I know how Hadrian's wall marked the edge of the Roman Empire. I know what the Romans built in Britain. I understand what is meant by the Romanisation of Britain. 	<p>What is the legacy of the Maya culture and why is it still remembered today?</p> <ul style="list-style-type: none"> I know where the Maya civilisation was. I know who the Maya civilisation were. I know how the Maya lived. I know how their environment influenced their lifestyle. I know the Mayan calendar system. I know the number system used by the Maya. I know some of the greatest achievements of the Maya. I know what trade was like during the Maya period. I know the religious beliefs of the Maya. I know what the Maya culture was. 	<p>Spring and Summer Unit</p> <p>How significant was the Civil Rights Movement?</p> <ul style="list-style-type: none"> I know where America is on the world map I know which continent America is in I know what life was like in the 1950s in America I know what restrictions black people faced in the 1950s I know who Oliver Brown is I know what the Supreme Court is I know why Oliver Brown went to the Supreme Court I know who Rosa Parks is I know what she refused to do I know who MLK is I know where Selma and Montgomery is I know what BLM stands for I know why BLM started

Key Concepts	Change	Continuity	Similarity	Difference	Cause	Consequence	Significance	Judgement	Source	Evidence	Artefact	Museum
	Today	Tomorrow	Yesterday	Before	After	Month	Week	Day	Old	New	AD	Duration
	Last year	Long ago	Past	Present	Ancient	Calendar	Modern	Century	Decade	Millennium	BC	Sequence

Key Recurring Vocabulary	ancestor	archaeology	army	chronology	church	civilisation	conflict	conquest	democracy	empire	exploration
	invasion	king/queen	merchant	migration	monarchy	museum	nation	peace	peasant	poverty	power
	religion	(civil) rights	ruler	rules/law	science	settlement	society	technology	trade	voyage	(civil) war

	Year 1	Year 2		Year 3		Year 4		Year 5		Year 6	
Unit 1	Autumn 1	Autumn 1		Autumn 1		Autumn 1		Autumn 1		Autumn 2	
	A history of Toys	The Great Fire of London		Stone Age to Iron Age		Ancient Greece - Life		Britain's Settlement by the Anglo-Saxons		Walter Tull	
	Entertainment	Plague	St Pauls Cathedral	Pre history		Chronology	Analyse	Settlement		Significant	Racism
	Materials	Timber	Viewpoint / Perspective	Timeline		Timeline	Social	Agriculture		Source	Race relations
	Past/present	Occupation	Fire brigade	Chronological order		Ancient	Significance	Migration		Consequence	Inequality
	Now/then	Diary	Hearth	Scaling		Artefacts	Similarity	Village		Interpret	Discrimination
	Similarities/differences	London	Insurance	Duration		BC / AD	Difference	invasion		Orphanage	eradicate
	Different/differences	Sources	rebuild	Palaeo		Athens	Athenian	Kingdom		Evaluate	pioneer
	Margarete Steiff	Bakery	Defence	Neo		Sparta	Spartan	raid		Founded	promotion
	Theodore Roosevelt	Responsibility	Accuse	Meso		Temples	Comparison	conquest		Timeline	Contribution
	synthetic	Fire hook	Guilty	Deduce		Theatres	Myth			Comparisons	Legacy
	Invention/inventor	Drought	Innocent	Archaeology		Archaeology	Sources			Inference	Obituary
Unit 2	Spring 2	Spring 2		Summer 1		Spring 1		Spring 1		Spring 2	
	Shoes	Mary Seacole and Florence Nightingale		Ancient Egypt		Ancient Greece - Legacy		Viking and Anglo-Saxon Struggle for Britain		Social History	
	Cordwainer	Doctor	Victorian Britain	Hieroglyphics	After life	Legacy	Comedy	Lindisfarne		Discrimination	Etiquette
	Shoemaker	Nurse	Businesswoman	Rosetta Stone	Book of the Dead	City States	Tragedy	Warrior		Prejudice	
	cobbler	Hospital	Traditional healer	Symbols	Natron	Education	Skene	Danelaw		Equality	
	Workshop	Care	Jamaica	Decipher	mummification	Democracy	Orchestra	King Alfred		Suburbs	
	Factory	Health	Mixed-race	Demotic	tomb	Values	Olympics	Danegeld		Segregation	
	Significant	Crimea	Newspaper	Religion	curse	Government	Origin	King Ethelred			
	famous	Scutari	Remember	Temples	Significance	Ostracism	Architecture	Thane			
	Sculpture	Cleanliness	Memorial	Festivals	Ethical implication	Voting	Evidence	Bishop			
	Boot/Shoe Quarter	Surgical	NHS	Priest	Responsibility	Theatre	Parthenon	wergild			
	discussion	Wounded	Significant	Hierarchy	Ownership	Theatron	Imitation	Edward the Confessor			
Unit 3	Summer 2	Summer 2		Summer 2		Scarabs		entitlement		Summer 1	
	Monarchy	Explorers		Ancient Egypt		Roman Empire	Roman Britain	The Maya		Social History	
	Monarch	Ibn Battuta		Hieroglyphics	After life	Conquer	Invasions	bajos	chultuns	Discrimination	Etiquette
	King	Explorer		Rosetta Stone	Book of the Dead	Empire	Revenge	cenotes	environment	Prejudice	
	Queen	Traveller		Symbols	Natron	Equipment	Artefact	Maya calendar round	Temple	Equality	
	Prince	Adventure		Decipher	mummification	Organised	Resistance	causeway	walkway	Suburbs	
	Princess	Expedition		Demotic	tomb	Helmet	Battle	cacao	trade	Segregation	
	Palace	Antarctica		Religion	curse	Shield	Efficient	terrain	transport		
	Elizabeth II	Conditions		Temples	Significance	Pilum	Defence	currency	Popul-Vuh		
	Buckingham Palace	Robert Falcon Scott		Festivals	Ethical implication	Gladius	Attack	ceremony	kings		
	Windsor Palace	Pilgrimage		Priest	Responsibility	Housing	Trade	Gods	Hero Twins		
	Balmoral Castle	Climate		Hierarchy	Ownership	Public Health	Legacy	husk	flutes		
	Jubilee	Journey		Scarabs	entitlement	Aspect	Romanisation	panpipes	ocarina		

Themes	 Society Culture and People	 The Role of Religion	 Political Ideas, the Military and Power	 Economy and Finance
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Key Concepts	Change	Continuity	Similarity	Difference	Cause	Consequence	Significance	Judgement	Source	Evidence	Artefact	Museum
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Key Recurring Vocabulary	ancestor	archaeology	army	chronology	church	civilisation	conflict	conquest	democracy	empire	exploration
	invasion	king/queen	merchant	migration	monarchy	museum	nation	peace	peasant	poverty	power
	religion	(civil) rights	ruler	rules/law	science	settlement	society	technology	trade	voyage	(civil) war

	Year 1	Year 2		Year 3		Year 4		Year 5		Year 6	
Unit 1	Autumn 1	Autumn 1		Autumn 1		Autumn 1		Autumn 1		Autumn 2	
	A history of Toys	The Great Fire of London		Stone Age to Iron Age		Ancient Greece - Life		Britain's Settlement by the Anglo-Saxons		Walter Tull	
	Entertainment	Plague	St Pauls Cathedral	Pre history		Chronology	Analyse	Settlement		Significant	Racism
	Materials	Timber	Viewpoint / Perspective	Timeline		Timeline	Social	Agriculture		Source	Race relations
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	Similarities/differences	London	Insurance	Duration		BC / AD	Difference	invasion		Orphanage	eradicate
	Different/differences	Sources	rebuild	Palaeo		Athens	Athenian	Kingdom		Evaluate	pioneer
	Margarete Steiff	Bakery	Defence	Neo		Sparta	Spartan	raid		Founded	promotion
	Theodore Roosevelt	Responsibility	Accuse	Meso		Temples	Comparison	conquest		Timeline	Contribution
	synthetic	Fire hook	Guilty	Deduce		Theatres	Myth			Comparisons	Legacy
	Invention/inventor	Drought	Innocent	Archaeology		Archaeology	Sources			Inference	Obituary
Unit 2	Spring 2	Spring 2		Summer 1		Spring 1		Spring 1		Spring 2	
	Transport	Mary Seacole and Florence Nightingale		Ancient Egypt		Ancient Greece - Legacy		Viking and Anglo-Saxon Struggle for Britain		Social History	
	Railways	Doctor	Victorian Britain	Hieroglyphics	After life	Legacy	Comedy	Lindisfarne			
	Trains	Nurse	Businesswoman	Rosetta Stone	Book of the Dead	City States	Tragedy	Warrior			
	George Stephenson	Hospital	Traditional healer	Symbols	Natron	Education	Skene	Danelaw			
	Commute	Care	Jamaica	Decipher	mummification	Democracy	Orchestra	King Alfred			
	Wolverton Works	Health	Mixed-race	Demotic	tomb	Values	Olympics	Danegeld			
	Royal Link Railway	Crimea	Newspaper	Religion	curse	Government	Origin	King Ethelred			
	Changes	Scutari	Remember	Temples	Significance	Ostracism	Architecture	Thane			
	Industrial Revolution	Cleanliness	Memorial	Festivals	Ethical implication	Voting	Evidence	Bishop			
		Surgical	NHS	Priest	Responsibility	Theatre	Parthenon	wergild			
		Wounded	Significant	Hierarchy	Ownership	Theatron	Imitation	Edward the Confessor			
Unit 3	Summer 2	Summer 2		Summer 2		Scarabs		entitlement		Summer 1	
	Monarchy	Explorers		Ancient Egypt		Roman Empire	Roman Britain	The Maya		Social History	
	Monach	Ibn Battuta		Hieroglyphics	After life	Conquer	Invasions	bajos	chultuns		
	King	Explorer		Rosetta Stone	Book of the Dead	Empire	Revenge	cenotes	environment		
	Queen	Traveller		Symbols	Natron	Equipment	Artefact	Maya calendar round	Temple		
	Prince	Adventure		Decipher	mummification	Organised	Resistance	causeway	walkway		
	Princess	Expedition		Demotic	tomb	Helmet	Battle	cacao	trade		
	Palace	Antarctica		Religion	curse	Shield	Efficient	terrain	transport		
	Elizabeth II	Conditions		Temples	Significance	Pilum	Defence	currency	Popul-Vuh		
	Buckingham Palace	Robert Falcon Scott		Festivals	Ethical implication	Gladius	Attack	ceremony	kings		
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