



SHOBNALL PRIMARY & NURSERY SCHOOL HISTORY PROGRAMME OF STUDY





THRESHOLD CONCEPTS FOR HISTORY

A plan for helping pupils form a history schema in their long-term memories and achieve the objectives outlined in the National Curriculum

Threshold Concepts <small>(the big ideas that form the basis of the schema)</small>		INVESTIGATE AND INTERPRET THE PAST	BUILD AN OVERVIEW OF WORLD HISTORY	UNDERSTAND CHRONOLOGY	COMMUNICATE HISTORICALLY		
Knowledge Categories <small>(the facets of each threshold concept that help strengthen the schema)</small>	Artefacts		Location	Beliefs	Main Events	Vocabulary	
			Settlements	Society			
			Culture & Pastimes	Food & Farming			
			Conflict	Travel & Exploitation			
Milestones <small>(the goals that pupils should reach at the end of each year)</small>	Nursery	<p>Notice differences between people.</p> <p>Show interest in the lives of people who are familiar to them.</p> <p>Remember and talk about significant events in own life and in their immediate family.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories and events.</p>	<p>Describe significant people in their immediate family.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Be introduced to some people and events that happened in the past through stories.</p> <p>Learn about some different occupations.</p>	<p>Understanding the passing of time using a daily class calendar and visual timetable.</p> <p>Order and sequence familiar events.</p> <p>Measures short periods of time in simple ways.</p> <p>In everyday activities, make a commentary about the sequence of events.</p>	<p>Uses everyday language related to time, such as;</p> <p>Now, next, before, later, soon, after, morning, afternoon, evening, night-time, days of the week.</p>		

	Reception	<p>Showing curiosity about objects, events and people.</p> <p>Making links and noticing patterns in their experience.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories, images and events.</p> <p>Looks closely at similarities, differences, patterns and change.</p>	<p>Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Remembers and talks about significant events for family or friends.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>To talk about different families, including the Royal Family.</p>	<p>Introduce a pictorial timeline.</p> <p>Discuss, the order and sequence of some familiar events.</p> <p>Measures short periods of time in a variety of ways.</p>	<p>Uses vocabulary focused on objects and people that are of particular importance to them;</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses everyday language related to time, such as;</p> <p>Today, tomorrow, yesterday, next week, last week, longer time, shorter time, later, names of the months.</p>
	Year 1	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>
	Year 2	<p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Use dates where appropriate.</p>	<p>Show an understanding of concepts such as: nation and a nation's history, civilisation, monarchy, parliament, democracy, war and peace.</p>

	<p>Year 3</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</p>
	<p>Year 4</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p>Use dates and terms to describe events.</p>	<p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
	<p>Year 5</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</p>

	<p>Year 6</p>	<p>Use sources of information to form testable hypotheses about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
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LONG TERM OVERVIEW FOR HISTORY

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and learning are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children’s learning in all areas.

Nursery – Understanding the World – People, Culture & Communities – History Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
Retell past events in correct order. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Remember and talks about significant times or events for family and friends. Begin to make sense of own lie-story and family’s history.	Question why things happened and give explanations. Understand why and how questions. Asks who, what, when and how. Comment ion images of familiar situations in the past.	Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world. Compare and contrast characters in stories, photographs, videos, visitor. Preserve memories of special events, e.g. make a book, video, photos. Share stories about people from the past who have an influence on the present.	Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Nursery – Understanding the World – People, Culture & Communities – History Knowledge

Know and talk about key events in my life, e.g. birthdays, weddings, Eid etc. Know some stories about my family, e.g. looking at photos and sharing memories. Know about my parents toys and experiences. Know about the lives of the people around me and their roles in society.	Know about the past through stories, events encountered in books read in class and storytelling.	Know about the past through stories, events encountered in books read in class and storytelling.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
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Key Vocabulary

yesterday, last week, at the weekend, this morning, last night, how, why, because, I can see, I saw, same, different, change, what happened, why, remember

LONG TERM OVERVIEW FOR HISTORY

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and learning are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children’s learning in all areas.

Reception – Understanding the World – People, Culture & Communities – History Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
<p>Share pictures of their family and talk about the pictures.</p> <p>Sequence photographs from different parts of their life. Match objects to people of different ages.</p> <p>Describe an event or family member from their past that is important to remember.</p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Answer ‘how’ and ‘why’ questions about their experiences and in response to events.</p> <p>Develop their own explanations by connecting ideas and events.</p> <p>Organise events using basic chronology, recognising that things happened before they were born.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Use pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p>	<p>Recognise the difference between past and present in their own and others’ lives.</p> <p>Talk about some of the things they have observed, question why things happen and give explanations.</p> <p>Using examples from real life and from books, children discuss how there are many different families.</p> <p>Engage with hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance, including a focus on the lives of both women and men.</p>

Reception – Understanding the World – People, Culture & Communities – History Knowledge

Know and talk about members of their immediate family and community.	Know and recount episodes from their own and others’ past, saying why it happened.	Compare and contrast characters from stories, including figures from the past.	Know about similarities and differences between themselves and others, and among families, communities and traditions.
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Key Vocabulary

yesterday, last week, last year, when I was younger, a long time ago, before I was born, when my parents were younger, king, queen, similar, different, timeline, invention, because

SEE **APPENDIX 1** (*EYFS to KS1 Bridge*) for KS1 Readiness Objectives

LONG TERM OVERVIEW FOR HISTORY

KEY: INVESTIGATING AND INTERPRETING THE PAST BUILD AN OVERVIEW OF WORLD HISTORY UNDERSTAND CHRONOLOGY COMMUNICATE HISTORICALLY

Year 1	Autumn Term	Spring Term	Summer Term
Topic	LAND OF HOPE AND GLORY	TO INFINITY AND BEYOND!	WHERE THE WILD THINGS ARE
Milestones	<p><u>Observe evidence to ask questions and find answers to questions about the past.</u> <u>Ask questions such as: What was it like for people?</u> <u>Describe historical events.</u> <u>Describe significant people from the past.</u> <u>Place events in order on a timeline.</u> <u>Label timelines with words or phrases such as: older and newer.</u> <u>Recount changes that have occurred in their own lives.</u> <u>Use words and phrases such as: recently, when my parents/carers were children and years to describe the passing of time.</u></p>	<p>Observe <u>or handle</u> evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? <u>What happened?</u> Describe historical events. Describe significant people from the past. Place events <u>and artefacts</u> in order on a timeline. Label timelines with words or phrases such as: <u>past, present, older and newer.</u> Recount changes that have occurred in their own lives. Use words and phrases such as: recently, when my parents/carers were children, years <u>and decades</u> to describe the passing of time.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? <u>What happened? How long ago?</u> Describe historical events. Describe significant people from the past. Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use words and phrases such as: <u>a long time ago, recently, when my parents/carers were children, years, decades and centuries</u> to describe the passing of time.</p>
Chronology	<p>Ensure a class timeline is displayed prominently in the classroom. Display the events outlined below and any other events of particular significance on the timeline throughout the year to help pupils understand the passing of time and the language associated with it.</p>	<p>Ensure a class timeline is displayed prominently in the classroom. Display the events outlined below and any other events of particular significance on the timeline throughout the year to help pupils understand the passing of time and the language associated with it.</p>	<p>Ensure a class timeline is displayed prominently in the classroom. Display the events outlined below and any other events of particular significance on the timeline throughout the year to help pupils understand the passing of time and the language associated with it.</p>
Knowledge Webs & POP Tasks	<p style="text-align: center;"><u>Why is Queen Elizabeth II so popular?</u></p> <p>Create a timeline with key events in Queen Elizabeth II's life and add some other dates known. Organise information about the life of Queen Elizabeth II and explain what makes her a significant person and a popular monarch. Summarise some of the main changes to take place in Great Britain during Queen Elizabeth II's reign and how these compare to changes in their own lives. Compare and contrast Queen Elizabeth II's role in the Church with that of the Prime Minister. Compare Queen Elizabeth II with other famous kings or queens known about.</p>	<p style="text-align: center;"><u>Why is Grace Darling so famous?</u></p> <p>Organise information about the life of Grace Darling on to a timeline and why she became so famous. Explain why Grace Darling and her father decided to rescue the passengers. How do you think she felt during the rescue? Explain why her actions were so significant during the Victorian era and link back to last term's learning on the impact of Queen Victoria. Compare travelling by land to travelling by sea during this time period and investigate trade routes across the North Sea. Consider which important artefacts that could go in the Grace Darling Museum.</p>	<p style="text-align: center;"><u>What is Christopher Columbus's legacy?</u></p> <p>Organise information about the life of Christopher Columbus on to a timeline. Compare how long it took to travel to the Americas then with the amount of time it takes to travel today. Explain why Columbus is such a significant person in history. Explain three reasons why the civilisations that already existed in the Americas were destroyed and what the term colonised means. Summarise one of Columbus's voyages. Compare and contrast Columbus's arrival in the Americas with some famous invasions, e.g. The Battle of Hastings.</p>

	<p><u>What impact did Queen Victoria have on future monarchs?</u></p> <p>Organise information about Queen Victoria on to a timeline and explain what her role in society was during her reign.</p> <p>Explain what makes Queen Victoria a significant person.</p> <p>Find the connection between Queen Victoria and Queen Elizabeth II.</p> <p>Compare and contrast how Queen Victoria was involved in the running of the country to the role of another King or Queen known about.</p> <p>Find out why the Royal Albert Hall was built and how museums can help the public learn more about history.</p> <p><u>Why is the Battle of Hastings such an important event in British history?</u></p> <p>Create a timeline with the events of the Norman Conquest and add other important dates known.</p> <p>Suggest some reasons why the Normans wanted to invade.</p> <p>Find the connection between Queen Elizabeth I, Queen Victoria and William I.</p> <p>Explain why historians find the Bayeux Tapestry useful in telling us about the past.</p> <p>Using a map of Britain, label the sites of major battles that took place in 1066. Explain why historians find the Bayeux Tapestry useful in telling us about the past.</p>	<p><u>What is Neil Armstrong remembered for?</u></p> <p>Create a timeline with key events of this decade.</p> <p>Organise information about the life of Neil Armstrong and explain what makes him a significant person.</p> <p>Explain what reaching the Moon meant to the American nation and why flying to the Moon was considered a breakthrough event? Link back to previous learning about the main changes that have taken place during Queen Elizabeth II's reign.</p> <p>Explain why we need artefacts to help us understand historical events.</p> <p>Find out why people pay such large amounts of money for artefacts connected to the Moon landing?</p> <p><u>Why was the Moon Landing possible?</u></p> <p>Create a 1960s timeline. Use historical language and label the Moon landing and other events from that decade.</p> <p>Organise information about all the Moon landings.</p> <p>Explain what made this breakthrough event possible and what makes the Moon landing significant.</p> <p>Explain how important it was to the USA to get to the Moon before the Soviet Union.</p> <p>Compare and contrast the space race with other types of conflict. Link back to last term's learning about the Battle of Hastings.</p>	<p>Compare and contrast the expedition to the Moon with one of Columbus's famous expeditions.</p> <p>Summarise the impact of settlements on Native American people.</p> <p><u>What did Jethro Tull invent?</u></p> <p>Organise information about modern farming methods on to a timeline.</p> <p>Explain what made Tull's invention so significant.</p> <p>Explain what farming used to be like before machines were invented.</p> <p>Compare and contrast Tull's invention with another famous invention that helps produce food.</p> <p>Compare and contrast how people collected and produced food in the 1600s to today.</p> <p>Find reasons as to why Tull published a book about farming methods.</p> <p><u>What makes the steam engine such an important invention?</u></p> <p>Place the invention of the steam engine and when they were first used on a timeline.</p> <p>Compare and contrast the Newcomen engine with the Watt engine.</p> <p>Organise information about the impact of steam engines during the Industrial Revolution. Link to previous learning on Queen Victoria and compare with inventions in the Victoria era.</p> <p>Explain how the steam engine changed transport.</p> <p>Find some reasons why Watt's steam engine was popular as soon as it was invented.</p> <p>Organise information about the National Railway Museum.</p>
Vocabulary	recently, monarch, monarchy, nation, legacy, politics, political, memorial, coronation, government, tradition, conquest, retreat, descendants, historical sources, tapestry	steamship, heroine, gallantry, significant, society, commander, achievements, breakthrough, plaque, exploration, lunar, exploration, rivals, orbit	explorer, civilisations, centuries, colonised, agricultural, revolution, influential, permanent, transportation, turbine, centuries, vital, locomotives
Suggested Trips / Enrichment	Stafford Castle	Heroes Day	

LONG TERM OVERVIEW FOR HISTORY

KEY: INVESTIGATING AND INTERPRETING THE PAST BUILD AN OVERVIEW OF WORLD HISTORY UNDERSTAND CHRONOLOGY COMMUNICATE HISTORICALLY

Year 2	Autumn Term	Spring Term	Summer Term
Topic	FIRE, FIRE!	I HAVE A DREAM	GADGETS AND GIZMOS
Milestones	<p><u>Use artefacts, pictures and stories to find out about the past.</u></p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Use dates where appropriate.</p> <p>Show an understanding of concepts such as: nation and a nation's history, civilisation, monarchy, parliament.</p>	<p><u>Identify some of the different ways the past has been represented.</u></p> <p>Use artefacts, pictures, stories and online sources to find out about the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Use dates where appropriate.</p> <p>Show an understanding of concepts such as: nation and a nation's history, civilisation, monarchy, parliament, <u>democracy, war and peace.</u></p>	<p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and <u>databases</u> to find out about the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Use dates where appropriate.</p> <p>Show an understanding of concepts such as: nation and a nation's history, civilisation, monarchy, parliament, democracy, war and peace.</p>
Chronology	<p>Ensure a class timeline is displayed prominently in the classroom. Display the events learnt about in Year 1, those below and any other events of particular significance on the timeline throughout the year to help pupils understand the passing of time and the language associated with it.</p>	<p>Ensure a class timeline is displayed prominently in the classroom. Display the events learnt about in Year 1, those below and any other events of particular significance on the timeline throughout the year to help pupils understand the passing of time and the language associated with it.</p>	<p>Ensure a class timeline is displayed prominently in the classroom. Display the events learnt about in Year 1, those below and any other events of particular significance on the timeline throughout the year to help pupils understand the passing of time and the language associated with it.</p>
Knowledge Webs & POP Tasks	<p><u>What was it like living in England during the plague?</u></p> <p>Find out when plague first reached England and place on a timeline.</p> <p>Investigate the local village of Eyam in Derbyshire to help understand why the plague was such a significant event in British history and how it impacted on the local area.</p> <p>Explain what plague was and how it spread.</p> <p>Organise information about the medieval plague and its effect on Britain.</p> <p>Compare and contrast this event with other major events learnt about in Year 1. How are they similar, how are they different? How did they change life in Britain?</p>	<p><u>Did Emily Davison's actions change life for us today?</u></p> <p>Organise information about Emily Davison on to a timeline and explain who she was.</p> <p>Understand what democracy is and explain why protest can change the way the law works.</p> <p>Suggest some reasons why Emily Davison's actions did not change the law straight away.</p> <p>Explain what events were taking place in countries like New Zealand and the USA as the suffragette movement started in Great Britain.</p> <p>Compare and contrast newspapers from today to those in the 1910s.</p>	<p><u>What influence did Marie Curie have on our lives today?</u></p> <p>Organise information about Marie Curie's life on to a timeline and explain what makes her a significant person. Where can we see her legacy today?</p> <p>Explain the significance of other events happening in the world at this time. Link back to previous learning from Year 1 and Year 2, e.g. Queen Victoria.</p> <p>Compare and contrast the opportunities for women in education today to those at the start of the 20th century.</p> <p>Explain why Marie Curie's actions during the First World War were brave.</p> <p>Explain how artefacts like Marie Curie's diaries can be used to help learn about the past and help people in the present. Link back to Samuel Pepys's diary and</p>

	<p>Find and name a historical source that can tell us about the plague and its effects.</p> <p><u>Why is the Gunpowder Plot still remembered today?</u></p> <p>Organise information about the plot on to a timeline and explain why the Gunpowder Plot is a significant event in history. Find evidence that Catholics were persecuted at this time. Explain the history of Catholic and Protestant rule in England during the century before the Gunpowder Plot. Compare and contrast this event with other major events learnt about in Year 1 and Year 2. How are they similar, how are they different? How did they change life in Britain? Explain how artefacts can help us understand more about the Gunpowder Plot.</p> <p><u>What effect did the Great Fire of London have on people's daily lives?</u></p> <p>Draw a timeline with key events from the fire and other dates from that century that are known. Explain some reasons why the Great Fire of London was so big and spread so quickly and why it was a significant event. Organise information about the fire and where it spread. Link back to previous learning and suggest some reasons why the Great Fire of London might have helped stop the spread of the Black Death in 1665. Compare and contrast Samuel Pepys's accounts of the fire with two more historical sources.</p>	<p><u>What is Rosa Parks' legacy?</u></p> <p>Organise information about Rosa Parks' life on to a timeline and explain what makes Rosa Parks a significant person. What is her legacy? Compare and contrast her experiences and actions with those of Emily Davison. Find out what other famous events were happening in the 1950s. Link back to learning in Year 1, e.g. Queen Elizabeth II's coronation etc. Compare and contrast the protests of the civil rights movement with those of the suffragette movement. Compare and contrast the ways in which Emily Davison protested with the protests of Rosa Parks. What was similar? What was different? Explain why first-hand evidence is important. Suggest some sources of evidence we could use to find out more about Rosa Parks' life.</p> <p><u>What was Martin Luther King Jr's dream?</u></p> <p>Create a timeline of events in the 1950s and 1960s including other events known. Explain how Martin Luther King wanted people to behave when they protested. Explain what makes Martin Luther King a significant person. Explain how King helped Rosa Parks. Compare and contrast the protests of Rosa Parks, Emily Davison, Mahatma Gandhi and those of Martin Luther King.</p>	<p>how it enabled us to find out about the Great Fire of London.</p> <p><u>Who invented the world wide web?</u></p> <p>Create and annotate a timeline with the key events in Tim Berners-Lee's life. Label the timeline with other events that known. Explain what make Tim Berners-Lee a significant person and how his invention has affected people's lives today. Compare and contrast the world wide web with other significant inventions learnt about, e.g. the steam engine (Year 1), x-ray machine (Year 2) etc. Explain changes in our own lives because of Berners-Lee's invention. Compare and contrast some artefacts from modern times with artefacts from ancient times. How can Berners-Lee's invention help us use artefacts to understand more about periods in history?</p> <p><u>What is significant about the first flight?</u></p> <p>Label and illustrate a timeline from 1900 to 1930. Add other dates known to this timeline. Compare and contrast types of aeroplane today with those from the past. Explain what is significant about the first flight. Compare and contrast the aeroplane with other significant inventions learnt about, e.g. the steam engine (Year 1), x-ray machine (Year 2) etc. Explain changes in our own lives because of the first flight.</p>
Vocabulary	ancient, outbreak, eyewitness, chronicles, recount, Houses of Parliament, conspirators, persecuted, treason, congested, flammable, architects, extract	suffragettes, law, hunger strike, law, segregation, boycott, inequality, influential, discrimination, race, assassinated	radioactivity, diagnose, world wide web, internet, communication, sustained, discoveries, ancient
Suggested Trips / Enrichment	Forest School		

LONG TERM OVERVIEW FOR HISTORY

KEY: INVESTIGATING AND INTERPRETING THE PAST BUILD AN OVERVIEW OF WORLD HISTORY UNDERSTAND CHRONOLOGY COMMUNICATE HISTORICALLY

Year 3	Autumn Term	Spring Term	Summer Term
Topic	MEET THE FLINTSTONES	BY THE RIVERS OF BABYLON	IRON MAN
Milestones	<p><u>Use evidence to ask questions and find answers to questions about the past.</u> <u>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</u> <u>Place events on a timeline using dates.</u> <u>Understand the concept of change over time.</u> <u>Use appropriate historical vocabulary to communicate, including: dates and chronology.</u></p>	<p>Use evidence to ask questions and find answers to questions about the past. <u>Suggest suitable sources of evidence for historical enquiries.</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events <u>and artefacts</u> on a timeline using dates. Understand the concept of change over time, <u>representing this on a timeline.</u> Use appropriate historical vocabulary to communicate, including: dates, <u>time period</u> and chronology.</p>	<p>Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. <u>Suggest causes and consequences of some of the main events and changes in history.</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events, artefacts <u>and historical figures</u> on a timeline using dates. Understand the concept of change over time, <u>representing this, along with evidence,</u> on a timeline. Use appropriate historical vocabulary to communicate, including: dates, time period, <u>era</u>, <u>change</u> and chronology.</p>
Chronology	Place the Stone Age on a timeline with some knowledge of dates and understand now how many years ago this was. Understand what the term 'prehistoric' means (the time before history was recorded).	Place the Bronze Age on a timeline with some knowledge of dates and artefacts and understand now how many years ago this was. Understand that the Bronze Age happened <u>after</u> the Stone Age and develop understanding of the term 'prehistoric'.	Place the Iron Age on a timeline with some knowledge of dates and artefacts and understand now how many years ago this was. Understand that the Iron Age happened <u>after</u> the Bronze Age, which happened <u>after</u> the Stone Age.
Knowledge Webs & POP Tasks	<p style="text-align: center;"><u>What was life like for our Stone Age ancestors?</u></p> <p>Using a timeline and historical language, including the word 'chronology', describe the changes taking place in this era. Organise information about the Stone Age on to a timeline and describe the three different periods of the Stone Age. Organise information about agriculture in the Stone Age on to a timeline.</p>	<p style="text-align: center;"><u>Why do we know so much about the Bronze Age?</u></p> <p>Create and annotate a timeline including Stone Age and Bronze Age dates. Use the timeline to compare the two time periods. Use the timeline and some historical language to provide an overview of the changes taking place in this time period. Compare and contrast Sumerian houses with homes in Bronze Age Britain. Organise information about Stonehenge.</p>	<p style="text-align: center;"><u>What was so important and significant about the Iron Age?</u></p> <p>Label a timeline with important Iron Age dates. Create a timeline including Stone Age, Bronze Age and Iron Age dates. Use the timeline to compare and contrast society in the different time periods. Summarise the key features of an Iron Age settlement and explain where settlers usually lived. Explain why settlements need to be fortified. Why is a hill a good place for a fort?</p>

	<p>Explain the changes that took place in how people found food during this period.</p> <p>Explain the difference between scavenging and hunting and the change from hunter-gatherer to permanent settlers.</p> <p>Compare and contrast the settlement at Skara Brae with early Mesolithic settlements.</p> <p>Explain what sources of evidence are available to tell us about the Stone Age, e.g. the Oldowan toolkit.</p> <p>Explain why so much of history has gone unrecorded and explain the difference between primary and secondary sources.</p>	<p>Find out which island became a centre for trade during the Bronze Age.</p> <p>Find out about society in the Bronze Age. Suggest how jewellery and artwork was a sign of social status.</p> <p>Find out and explain how important Bronze Age people were buried.</p> <p>Describe how artefacts explain the past. Who was the Amesbury Archer? How did he get his name?</p> <p>Suggest some reasons why so many Bronze Age hoards have been discovered. What do the artefacts at Amesbury tell us?</p>	<p>Organise information about Iron Age hill forts and include some examples of significant sites.</p> <p>Explain how the seasons had an impact on Iron Age farming.</p> <p>Give an overview of the key changes from the Stone Age to the Iron Age, focusing on food, farming and settlements.</p> <p>Find out about the Celtic tribes and their domination of Western Europe during the Iron Age.</p> <p>Using historical sources, including reports and accounts from Roman writers, organise information about Celtic warfare. Why did iron weapons make fighting between tribes more common?</p> <p>Explain the effect Iron Age tools and weapons had on society.</p>
Vocabulary	<p>chronology, archaeologists, sophisticated, preoccupied, processions, c., scavenging, technology, migrate, permanent, predators, ancestors, archaeologists, identities, nomadic, density, consequence, climate, communal, historical sources</p>	<p>societies, ancient, trade, custom, hoard, approximately, technology, states, irrigation, communication, extracting, preserved, intricate</p>	<p>conquest, significant, influential, legacy, fortified, ore, civilisations, specialist, efficient, dominant, fortifications, inhabited, surplus</p>
Suggested Trips / Enrichment		<p>Forest School</p>	

LONG TERM OVERVIEW FOR HISTORY

KEY: INVESTIGATING AND INTERPRETING THE PAST BUILD AN OVERVIEW OF WORLD HISTORY UNDERSTAND CHRONOLOGY COMMUNICATE HISTORICALLY

Year 4	Autumn Term	Spring Term	Summer Term
Topic	THE EMPIRE STRIKES BACK!	GAME OF THRONES	ANY DREAM WILL DO
Milestones	<p><u>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</u></p> <p><u>Describe the social, ethnic, cultural or religious diversity of past society.</u></p> <p><u>Use dates and terms to describe events.</u></p> <p><u>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</u></p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p><u>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</u></p> <p><u>Give a broad overview of life in Britain: from ancient to medieval times.</u></p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Use dates and terms to describe events.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p><u>Compare some of the times studied with those of other areas of interest around the world.</u></p> <p>Use dates and terms to describe events.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
Chronology	Place the Stone Age, Bronze Age and Iron Age on a timeline with knowledge of the main achievements of each era. Understand that Romans invaded Britain in 43CE and that this was a significant period of change.	Place the Anglo-Saxon period on a timeline with knowledge of dates and highlight changes in time since the Stone Age. Add the Viking era on to the timeline, recognising that it overlaps with Anglo-Saxon times. Recognise how long the Vikings were in Britain, comparing this to the Anglo-Saxons, Stone Age, Bronze Age and Iron Age in terms of length.	Place the Ancient Egyptian era on a timeline. As this is world history, compare this era to the Stone Age, Bronze Age, Iron Age, Anglo-Saxon / Viking era and any other significant time periods they recall from Key Stage 1.
Knowledge Webs & POP Tasks	<p><u>What impact did the Romans and the Roman Empire have on Britain?</u></p> <p>Label a timeline with key dates in the history of the Roman Empire. Highlight the key dates of Roman Britain.</p> <p>Explain the myth of the founding of Rome and find out about the emperors who came to Britain.</p> <p>Organise information about the Roman Empire and information about the Punic Wars.</p>	<p><u>Who won the Battle for Britain? Was it the Anglo-Saxons or the Vikings?</u></p> <p>Using a timeline, give an overview of the changes in Britain from the Stone Age to Anglo-Saxon times. Explain what happened after the Roman army left Britain.</p> <p>Create a map to show where the main kingdoms of Anglo-Saxon times were. Use key dates to show how these kingdoms changed over time.</p>	<p><u>What was life like for people in Ancient Egypt?</u></p> <p>Label a timeline with dates from the Ancient Egyptian era. Add other historical events known to the timeline. Create a chronology of Ancient Egyptian times using photographs of significant artefacts.</p> <p>Organise information about famous Egyptian rulers on to a timeline and find out why they were important.</p>

	<p>Why did people enjoy watching violent events at the Colosseum? Compare and contrast the Colosseum to the Theatre of Dionysus in Athens.</p> <p>Explain the changes in how the Roman Empire was governed.</p> <p>Compare and contrast the invasions of Britain in 55 BCE and 54 BCE with the invasion of 43 CE.</p> <p>Find out how it was possible for only 1,200 Roman soldiers to beat almost 80,000 Iceni tribespeople. What observations can you make about accounts from the battle?</p> <p>Investigate the life of Queen Boudicca and link back to learning in Year 3 about the Iron Age and the Celtic tribes of Britain.</p> <p>Explain, using historical vocabulary, the impact and influence of the Romans on Britain.</p> <p>Explain some of the reasons why the Romans left Britain.</p> <p>Compare and contrast daily life in Rome with that in Roman Britain.</p> <p>Explain what happened at Pompeii and why Pompeii can tell us so much about Roman life.</p>	<p>Using a timeline and historical vocabulary, give an overview of significant Viking and Anglo-Saxon events.</p> <p>Explain some of the reasons why the Anglo-Saxons came to Britain and united their kingdoms into the Kingdom of England.</p> <p>Compare and contrast the Anglo-Saxon invasions of Britain with the Roman ones and how rule over England changed during Anglo-Saxon times. Compare and contrast the beliefs of the Anglo-Saxons when they first arrived in Britain with their beliefs at the start of the tenth century. Link back to previous learning in Year 3 (e.g. The Iron Age) and Year 4 (e.g. The Romans).</p> <p>Explain what makes the Vikings so significant in British history.</p> <p>Organise information about Viking longboats and explain how they navigated on their expeditions. Why was this such an important feature of battle?</p> <p>Compare and contrast a famous Viking ruler with a famous Anglo-Saxon one.</p> <p>Compare and contrast a raid and a conquest.</p> <p>Organise information about Viking beliefs and explain how they were different from Christian beliefs.</p> <p>Organise information about significant Viking artefacts. What do they tell us about this time period?</p>	<p>Explain what makes the Ancient Egyptians significant. Explain why the Ancient Egyptians were able to settle near the Nile and what irrigation is and why it was important to the Ancient Egyptians.</p> <p>Compare and contrast Egyptian hieroglyphics to Sumerian cuneiform script (Year 3).</p> <p>Compare and contrast Egyptian buildings to settlements from the Stone Age, Bronze Age and Iron Age.</p> <p>Compare and contrast Ancient Egyptian burials with those of the Stone Age and the Bronze Age.</p> <p>Provide an overview of the pyramids at Giza.</p> <p>Compare and contrast daily life for pharaohs and ordinary people and explain the Egyptian social pyramid.</p> <p>Explain why the Rosetta Stone is such an important artefact and organise information about Ancient Egyptian tomb paintings. What do they tell us about daily life in this time period?</p>
Vocabulary	<p>turmoil, frontiers, territory, constitution, dictator, assassinated, territory, economy, importing, exporting, prosperous, acknowledged, territories, emperor, sanitation, resistance, archaeologists, preservation, erosion, mosaics, construction, architects</p>	<p>medieval, legacy, Christianisation, pagan, literature, upheaval, consequences, independent, allegiance, descendants, conquered, stability, collapse, chaos, reputation, Scandinavia, colonisation, colonised, volatile, descendant, accounts, colonise, seaborne, navigation, symmetrical, explorers, evidence, raid</p>	<p>influential, fertile, irrigation, immortality, rituals, decipher, archaeologists, canopic jars, sarcophagus, mummy, temples, engineering, architects, commemorate, achievements, afterlife, preserve, essential, embalmed, eternity, pharaoh</p>
Suggested Trips / Enrichment	<p>Dewa Roman Experience, Chester</p>	<p>JORVIK Viking Centre, York</p>	

LONG TERM OVERVIEW FOR HISTORY

KEY: INVESTIGATING AND INTERPRETING THE PAST BUILD AN OVERVIEW OF WORLD HISTORY UNDERSTAND CHRONOLOGY COMMUNICATE HISTORICALLY

Year 5	Autumn Term	Spring Term	Summer Term
Topic	OFF WITH THEIR HEADS!	EXPELLIARMUS!	THE HOUSE OF WISDOM
Milestones	<p><u>Use sources of evidence to deduce information about the past.</u> <u>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</u> <u>Understand the concepts of continuity and change over time, representing them on a timeline.</u> <u>Use dates and terms accurately in describing events.</u> <u>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</u></p>	<p>Use sources of evidence to deduce information about the past. <u>Select suitable sources of evidence, giving reasons for choices.</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Identify continuity and change in the history of the locality of the school.</u> <u>Describe changes that have happened in the locality of the school throughout history.</u> Understand the concepts of continuity and change over time, representing them on a timeline. Use dates and terms accurately in describing events. <u>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</u></p>	<p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. <u>Seek out and analyse a wide range of evidence in order to justify claims about the past.</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Identify continuity and change in the history of the locality of the school. Describe changes that have happened in the locality of the school throughout history. <u>Compare some of the times studied with those of other areas of interest around the world.</u> Understand the concepts of continuity and change over time, representing them, <u>along with evidence</u>, on a timeline. Use dates and terms accurately in describing events. <u>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</u></p>
Chronology	Place the Tudor period on a timeline using key dates. Understand how long this period lasted. Discuss the key changes in society during this time. Compare the Tudors to the Stone Age and Bronze Age as a time of rapid change when compared to much longer times of less rapid change.	Place key events from Shobnall and Burton-upon-Trent's history on a timeline. Compare these to the Anglo-Saxon / Viking period and the Roman era. Understand key changes in time in our local area from the Stone Age to the present day.	Place the early Islamic period on a timeline, using key dates. Know how long this time lasted. Discuss the key changes in society during this time. Compare this period to other ancient and prehistoric civilisations studied and the changes that occurred.
Knowledge Webs & POP Tasks	<p style="text-align: center;"><u>What impact did the Tudors have on life in Britain?</u></p> <p>Label a timeline with significant events in the Tudor dynasty.</p>	<p style="text-align: center;"><u>What evidence is there in our local area of change over time?</u></p>	<p style="text-align: center;"><u>What effect did early Islamic civilisation have on the world?</u></p>

	<p>Create a Tudor family tree and present information about three Tudor monarchs. Compare and contrast their reigns.</p> <p>Find out about and summarise the main changes that took place during the Tudor dynasty.</p> <p>Explain, using examples, what is meant by the term 'civil war'.</p> <p>Organise information about significant Tudor rebellions.</p> <p>Find out about how daily lives changed during Tudor rule.</p> <p>Find out about and organise information about the Protestant Reformation.</p> <p>Organise information about the Renaissance. Why was Walter Raleigh executed?</p> <p>Find out which cultures from history Henry VII was inspired by.</p> <p>Discover three suitable artefacts that can tell us about daily life in Tudor times and explain those choices.</p>	<p>Label a timeline with significant events in the Shobnall area and wider area of Burton-upon-Trent (e.g. building of Sinai House, Burton brewing).</p> <p>Find out about specific local individuals and their families (e.g. Paget, Anglesey) and the impact they had on the area. What is their legacy?</p> <p>Compare and contrast settlements within the local area (e.g. Sinai House) with those from other time periods studied in Year 1, Year 2, Year 3 and Year 4. What is the same, what is different?</p> <p>Explore the evidence in the local area of the Roman impact on Britain (e.g. roads, street names, leisure facilities etc.)</p> <p>Explore artefacts from local residents (e.g. photographs). What do they tell us about what life was like for people in the local area in the past?</p>	<p>Identify the location of Baghdad on a map. Annotate the map with important dates and information from knowledge webs.</p> <p>Explain why Baghdad was renowned as a centre of learning.</p> <p>How did travel and exploration help the spread of Islamic beliefs and culture?</p> <p>Use a map to identify the Silk Roads and other important trade routes during this period.</p> <p>Find out how being at the centre of trade routes helped the city of Baghdad become prosperous.</p> <p>Provide an overview of the characteristic features of Islamic art and why Islamic artists work with calligraphy and geometry.</p> <p>Find out why the House of Wisdom was built.</p> <p>Compare and contrast farming methods in the Islamic Empire with those in Ancient Egyptian civilisations and those in the Stone, Bronze and Iron Ages.</p> <p>Organise information about Islamic literature, the Golden Age of Islam and about the life of the Prophet Muhammad.</p> <p>Suggest and discuss some important Islamic artefacts.</p>
Vocabulary	<p>monarch, medieval, legacy, reformation, alliance, heir, rebellion, parliament, military, devout, civil war, prosperity, flourish, philosophy, expeditions</p>	<p>local, Shobnall, Sinai House, Paget, Anglesey, brewing, brewery, yeast, legacy, archaeologists, architects, society</p>	<p>missionary, population, era, prosperity, irrigation, Silk Roads, influential, renowned, tolerance, translate, caliphate, research, prosperous, achievements, depicted, arabesques</p>
Suggested Trips / Enrichment	<p>The Shakespeare Centre, Stratford-Upon-Avon</p>	<p>Sinai House, Shobnall and Burton-upon-Trent</p>	<p>Central Jamia Mosque Rizvia, Burton-upon-Trent</p>

LONG TERM OVERVIEW FOR HISTORY

KEY: INVESTIGATING AND INTERPRETING THE PAST BUILD AN OVERVIEW OF WORLD HISTORY UNDERSTAND CHRONOLOGY COMMUNICATE HISTORICALLY

Year 6	Autumn Term	Spring Term	Summer Term
Topic	VICTORY IS OURS!	GREAT EXPECTATIONS	TROY STORY
Milestones	<p><u>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</u></p> <p><u>Give a broad overview of life in Britain and some major events from the rest of the world.</u></p> <p><u>Describe the social, ethnic, cultural or religious diversity of past society.</u></p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p><u>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</u></p>	<p><u>Use sources of information to form testable hypotheses about the past.</u></p> <p><u>Understand that no single source of evidence gives the full answer to questions about the past.</u></p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p><u>Give a broad overview of life in Britain and some major events from the rest of the world.</u></p> <p><u>Describe the social, ethnic, cultural or religious diversity of past society.</u></p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p><u>Identify periods of rapid change in history and contrast them with times of relatively little change.</u></p> <p><u>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</u></p> <p><u>Use original ways to present information and ideas.</u></p>	<p>Use sources of information to form testable hypotheses about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p><u>Refine lines of enquiry as appropriate.</u></p> <p><u>Give a broad overview of life in Britain and some major events from the rest of the world.</u></p> <p><u>Describe the social, ethnic, cultural or religious diversity of past society.</u></p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p><u>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</u></p> <p><u>Use original ways to present information and ideas.</u></p>
Chronology	Place the Second World War on a timeline using key dates. Include 20th-century conflicts and discuss how the war changed Britain and the world.	Place the Victorian period on a timeline using key dates. Understand how long this period lasted. Discuss the key changes in society during this time and compare with the Tudor era as another period of rapid change.	Create a timeline with all the key historic eras studied in Key Stage 2, along with the Ancient Greeks. Compare the significant achievements, legacies and change from each period.
Knowledge Webs & POP Tasks	<p><u>What impact did the Second World War have on Britain and the world?</u></p> <p>Use a timeline to provide an overview of 20th-century conflicts and order the key events of World War II.</p>	<p><u>Why is the Victorian era so significant in British and world history?</u></p> <p>Use a timeline to identify significant events in the Victorian era and suggest reasons why the Victorian era was a time of rapid scientific development.</p>	<p><u>What was life like for people who lived in Ancient Greece?</u></p> <p>Provide a chronology of important events in Ancient Greek history and compare to another civilisation known about (e.g. Ancient Egyptians, Tudors, early Islamic civilisation).</p>

	<p>Write and order a list of ten major Second World War battles. Which ones were the most important and why?</p> <p>Explain some political and social consequences of the Second World War.</p> <p>Explain why the Second World War is such a significant event in British and global history.</p> <p>Organise information about Adolf Hitler.</p> <p>Suggest some reasons why the German air force was used to invade Britain and how Britain's location contributed to the outcome of the conflict.</p> <p>Explain how new technology was used during the Second World War.</p> <p>Link back to learning in Year 5 and explore the impact the Second World War had on our local area. What evidence is there?</p> <p>Using suitable sources of evidence, explain why propaganda was a characteristic feature of the Second World War.</p> <p>Suggest suitable sources of evidence to find out more about the Second World War.</p>	<p>Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end. Compare Victoria settlements with those studied in Key Stage 2.</p> <p>Consider the impact the Industrial Revolution had on political and social organisation in the 19th century.</p> <p>Explore Victoria invention and consider what the impact of Alexander Graham Bell's invention was. Link back to learning in Year 2 (e.g. the world wide web and the first flight).</p> <p>Explain the influence of significant Victorian authors on people's daily lives.</p> <p>Explain some of the consequences, positive and negative, of Britain's empire.</p> <p>Find out how trade changed during the Victorian period.</p> <p>Compare and contrast rural and urban settlements before and after the Industrial Revolution and across other time periods studied in Key Stage 2.</p> <p>Use multiple sources of evidence to explain the concept of the 'middle classes'.</p>	<p>Organise information on to a timeline and find out about famous Greek thinkers such as Pythagoras, Archimedes and Hippocrates.</p> <p>Compare and contrast Tudor pastimes with Greek pastimes.</p> <p>Give an overview of the Trojan War and the Siege of Troy.</p> <p>Consider what observations can be made about different types of Greek pottery.</p> <p>Explain the influence of Ancient Greeks on modern political systems and explain what a city-state is.</p> <p>Give an overview of significant Greek myths and legends and why they are significant.</p> <p>Compare and contrast the Parthenon in Athens with the Pantheon in Rome.</p> <p>Explain the characteristic features of Greek Architecture and compare with that from other periods studied in Key Stage 2.</p> <p>Use suitable historical sources to compare and contrast Ancient Greek religion with Ancient Roman religion.</p> <p>Consider and justify if Homer's Iliad and Odyssey are reliable sources of historical evidence.</p> <p>Suggest some artefacts that could be used to find out about Greek culture.</p>
Vocabulary	communism, influences, evacuated, evacuation, propaganda, amphibious, Blitz, atomic, Holocaust, legacies, declaration, dispute, rationing	empire, poverty, revolution, consequence, law, conditions, innovations, workforce, economy, representation, parliament, uncharted, missionaries, Raj	democracy, citizens, philosophy, historical sources, civilisations, democratic, characteristic features, generation, demigods, techniques, amphoras, lekythos, architects, friezes, acoustics, engineering
Suggested Trips / Enrichment	National Memorial Arboretum, Alrewas	Blists Hill Victorian Town	Forest School

APPENDIX 1 – EYFS TO KEY STAGE 1 BRIDGE

Organisation of Knowledge	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
Relevant ELG	<p>ELG: Past and present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher <p>ELG: Past and present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: Listening</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions Make comments about what they have heard and ask questions to clarify their understanding <p>ELG: Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher <p>ELG: Past and present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: Past and present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
KS1 Readiness Objectives	<p>Use words associated with the past including yesterday, last week, last year</p> <p>Use past tense when speaking about things that happened in the past</p>	<p>Share their memories of significant events in their own lives</p> <p>Talk about things that have changed</p> <p>Begin to put these events in order</p>	<p>Share their memories of things that they have done with people that are special to them, including friends, family, classmates and teachers</p> <p>Begin to put events in order</p>	<p>Talk about the order of events in a range of familiar stories</p> <p>Recognise language in stories that shows the story happened in the past</p>