

John Keble CE School

History Curriculum



Rooted together in love, growing without limits.

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

History Intent, Implementation and Impact:

Whole school curriculum intent

Our ambitious, knowledge-rich curriculum has been sequenced to equip our pupils with the knowledge and skills to ensure they are happy, healthy global citizens, ready to take their place in modern Britain. The broad and balanced curriculum is creative, coherent and inclusive and, together with our Christian values, enables the pupils to be self-motivated, independent learners.

Subject specific intent: History

At John Keble school, we aim to provide a curriculum that meets the aims of the National Curriculum whilst providing a structure and sequence to support teachers in inspiring our pupils to become curious learners and give them an understanding of how relevant history is to their lives in a global world. Our curriculum content allows pupils to gain a secure, chronological knowledge of local, British and world history. We aim for our pupils to be able to ask questions about the past, to experience and interact with objects and locations of historical significance, evaluating sources and forming their own understanding of the story of history. As our pupils progress, they will be well-equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History teaching at John Keble will support pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation and impact

All learning begins by revisiting prior knowledge to support pupils to recall previous learning and make connections. Staff model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning is supported through the use of knowledge organisers that provide pupils with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of reviewing the learning.

Consistent learning walls in every classroom provide constant scaffolding for pupils. Subject specific vocabulary is displayed on the learning wall along with key facts and questions, and model examples of the work being taught. History assessment is ongoing throughout the relevant cross-curricular themes to support teachers with their planning and adaptive teaching. Summative assessment is completed in the form of synoptic tasks at the end of each unit. Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding. Pupils at John Keble develop as confident historians and are able to talk about what they have learnt in history using subject-specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned for pupils working at greater depth. Work demonstrates that pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

John Keble Key stage 1 and 2 History curriculum overview 2023 - 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All about Me	Toys			Past and Present	
Reception	All about Me	Toys	Transport		People Who Help Us	
Year 1	Homes in the past	The Gunpowder Plot	Toys in the past	Hospitals and healthcare	Transport	Changes in communication
Year 2	Castles	Life in London under the previous King Charles	Change Makers of the world - activists and inventors	Girl Power!	Explorers	Stone Age
Year 3	Ancient Egypt	Cradles of civilization	Indus Valley	Persia and Greece	Ancient Greece	Alexander The Great
Year 4	Alexander The Great	Roman Republic	The Roman Empire	Roman Britain	Christianity in the three empires	Arabia and Early Islam
Year 5	Alexander The Great	Roman Republic	The Roman Empire	Roman Britain	Christianity in the three empires	Arabia and Early Islam
Year 6	Alexander The Great	Roman Republic	The Roman Empire	Roman Britain	World War II and the Battle of Britain	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Begin to talk about significant events in their life	Talk about things that happened yesterday/are happening tomorrow. Explore different toys from past/present			To talk about events in their life with confidence, using appropriate vocabulary (yesterday, tomorrow, today).	
Reception	Talk about similarities and differences between things they used in the past and things they use now (bottles/cups, rattles/toy cars etc). Sequence events from the past in chronological order	Talk about why and how events are celebrated and compare this with the past. To explore the difference between toys in the past and toys now.	Compare what boats were like in the past and boats now. Discuss why boats have changed.		Compare then and now when talking about the roles of people in society; teachers, doctors, policemen, shopkeepers etc.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Homes in the past In this unit, pupils will: investigate and identify a variety of homes today; investigate similarities and differences between homes; explore homes built a long time ago and identify their features; find out what Victorian homes were like inside; identify and explore objects in a Victorian home and their uses; and summarise and consolidate what they have found out about Victorian homes.</p> <p><i>Disciplinary focus: similarities and differences: What are the similarities and differences between homes now and homes in the past?</i></p>	<p>The Gunpowder Plot In this unit, pupils will: explore why the Gunpowder Plot happened; Understand Guy Fawkes' role in the Gunpowder Plot; develop a detailed understanding of the events in the Gunpowder Plot; learn what happened after the Gunpowder Plot; understand why we celebrate Bonfire night; and reflect upon the Gunpowder Plot.</p> <p><i>Disciplinary focus: Historical significance: Why is the Gunpowder Plot still remembered today.</i></p>	<p>Toys in the past In this unit, pupils will: understand how toys and books have changed over time: sort toys and books (their own and those of parents and grandparents) into old and new, and create a timeline; understand that the materials used for making toys have changed and diversified over time; explore pictures and paintings of old toys; and explore children's books and illustrations from their parents and grandparents era, looking at themes and trends</p> <p><i>Disciplinary focus: sources and evidence: How do we know how toys have changed over the years?</i></p>	<p>Hospitals and healthcare In this unit, pupils will: learn about the lives of significant individuals in the past who have contributed to national and international achievements; understand about changes in living memory; learn about the life of Mary Seacole; order or contribute to a timeline about her life; learn about important medical developments; create a timeline to examine medical developments and nursing from 1850- today; compare the role of nurses in different periods; and understand historical concepts such as change.</p> <p><i>Disciplinary focus: Historical Significance: How have individuals in the past made a change to modern society?</i></p>	<p>Transport In this unit, pupils will: recognise similarities and differences between ways of life in different periods; understand that transport was different in the past; identify significant inventions and the fact that early man invented the wheel; begin to understand a chronology of the history of cars; name vehicles and identify 'old-fashioned' vehicles; learn about when the car was invented, introduce the term automobile; begin to learn how the car has developed and changed over time; and learn how the car has developed and changed over time.</p> <p><i>Disciplinary focus: change: how has transport changed and developed over the years?</i></p>	<p>Changes in communication In this unit, pupils will: know where people and events fit within a chronological framework; understand that there are a range of different ways we communicate now and in the past and that they are different; be able to name a range of ways we communicate both now and in the past; understand the role of messengers, both human and birds, in the past to send messages to others; understand the history of telegrams and why they were used; ask and answer questions using historical vocabulary; recognise that there are a number of sources for historical information; understand why we began writing letters as a form of communication and what forms of communication we may use now as an alternative; Learn about how the telephone has changed since being invented</p> <p><i>Disciplinary focus: change and continuity: how has communication stayed the same throughout the years and how has it changed.</i></p>

Year 1 - Autumn 1– Homes in the past

Disciplinary focus: similarities and differences: What are the similarities and differences between homes now and homes in the past?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To investigate and identify a variety of homes today.	<ul style="list-style-type: none"> ● recognise and name different kinds of homes ● describe features common to all modern homes ● talk about their homes using appropriate vocabulary 	Home, House, Flat, Bungalow Cottage, Rooms, Bedroom, Kitchen, Bathroom, Interior
2	To investigate similarities and differences between homes.	<ul style="list-style-type: none"> ● identify key external features of homes ● describe and draw details of different features of a home ● record their observations appropriately 	Garden, Roof, Chimney, Windows. Doors Features,
3	To explore homes built a long time ago and identify their features.	<ul style="list-style-type: none"> ● describe the features of homes built a long time ago ● use terms relating to the passing of time accurately (e.g. modern, old, a long time ago, etc.) ● identify similarities and differences between modern houses and houses built a long time ago 	Modern, old, a long time, ago,
4	To find out what Victorian homes were like inside.	<ul style="list-style-type: none"> ● understand what is meant by 'Victorian' and that it was a long time ago ● describe some of the features of Victorian houses ● identify differences between modern homes and Victorian homes 	Victorian, Architecture, Era Parlor, Drawing room, Fireplace
5	To identify and explore objects in a Victorian home and their uses.	<ul style="list-style-type: none"> ● know that most homes in Victorian times did not have electricity ● recognise some objects found in Victorian homes ● identify some differences between objects found in modern homes and Victorian homes and how this affected daily life for people in the past 	Furniture, Grandfather clock Oil lamp, Tapestries
6	To summarise and consolidate what we have found out about Victorian homes.	<ul style="list-style-type: none"> ● recall what they have learnt about homes in the past ● use appropriate vocabulary when talking about Victorian homes ● communicate their knowledge and understanding in a variety of ways 	Summarise Consolidate Discover

Year 1 - Autumn 2– The Gunpowder Plot

Disciplinary focus: Historical significance: Why is the Gunpowder Plot still remembered today.?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To identify similarities and differences between London now and in 1605	<ul style="list-style-type: none"> listen to the rhyme 'Remember, Remember the 5th of November' and discuss: What do you know about Bonfire Night? What do you enjoy about it? What is a tradition and why are traditions important to people? look at the houses, clothing and characters of 1605 to give children an understanding of life in this era. explore James VI of Scotland and I of England and what London looked like in 1605 - look at the similarities and differences and introduce them to the Houses of Parliament. 	Differences, similarities, Bonfire Night, Tradition, Era, Parliament
2	To begin to use the term parliament and understand what it is	<ul style="list-style-type: none"> watch the following video: https://www.bbc.co.uk/teach/class-clips-video/history-ks1-why-did-the-gunpowder-plot-happen/zv462v4 discuss the following questions: How long ago was the Gunpowder Plot? Why would you get in trouble if you didn't go to church? Why did the rat yawn when talking about religious arguments? What was Catesby's plot? Who would use gunpowder to set Parliament alight? What is parliament? make predictions about what happened to the plotters write speech bubbles to show what they think the plotters said to each other when they met in secret 	Gunpowder Plot, Motive, Predictions
3	To begin to reason about an historical event	<ul style="list-style-type: none"> watch a video of fireworks and discuss how they work discuss the use of gunpowder in fireworks and in relation to The Gunpowder Plot discuss what is important to them, e.g. what they do in their free time and how would they feel if someone took the things they like and made changes? discuss how Catesby felt at being told he couldn't practise Catholicism. Was his motive right? Were his actions wrong? contribute to a class thoughts and feelings map about Catesby complete a hot seating activity – in role as Catesby- convince people to join his gang and commit this crime 	Catholicism, protestant, catholic
4	To make predictions about an historical event	<ul style="list-style-type: none"> recap what the children know already Watch the following video: https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-during-the-gunpowder-plot/zfdntrd discuss the following questions: Did the plotters plan to break into Parliament? Why did one of the plotters write to his relative? Who saw the warning note? Why does James VI have a Scottish accent? What did the guards do when they found Fawkes? predict what will happen to Guy Fawkes write a speech bubble from James I's point of view when he discovers the warning note create a wanted poster for Catesby 	Plotters, predict
5	To explain the key events of the Gunpowder plot	<ul style="list-style-type: none"> recap what the children know already discuss: What does the word traitor mean? What do you think will happen to the other plotters? Should Guy Fawkes tell the truth? Why did he use a fake name... and was it a convincing one? Watch the following video: https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-after-the-gunpowder-plot/zf23f82 discuss: What is the Tower of London? How long did they torture Fawkes? What happened to the plotters? Why did they stick their heads on spikes? What was James I's new law? sequence the events of the story. This could be done through drama or a comic strip to show the events 	Traitor, Tower of London, Spikes
6		Visit to Parliament - This can be done at any point during this half term.	

Year 1 - Spring 1 – Toys in the Past

Disciplinary focus: sources and evidence: How do we know how toys have changed over the years?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To understand how toys have changed over time	<ul style="list-style-type: none"> ● Examine a range of toys that are new (theirs) and old (parents / teachers / grandparents) ● organise and group toys into categories ● discuss how toys have changed over time ● create a timeline with 'grandparents', 'parents' and 'X class' and place pictures of toys on there 	Old, New, Categories, Timeline
2	To identify old and new toys from images.	<ul style="list-style-type: none"> ● explore paintings of old and new toys ● paint a picture of an old toy using a chosen technique (link to art) ● understand how toys have changed over time 	Era
3	To understand how children's books have changed over time.	<ul style="list-style-type: none"> ● explore children's books from their parents' and grandparents' era, looking at themes, styles and trends ● Explain what is similar / different ● identify a favourite story and say what they like best about it 	Trends, Themes
4	To explore and compare children's book illustrations across the 20 th and 21 st centuries.	<ul style="list-style-type: none"> ● explore illustrations from their grandparents' and parents' eras and the current time. ● spot any similarities and differences (colour intensity, added in bits (sparkles for Lydia Monk!), drawings vs painting, graphics and collage, more complex, more going on, content – items that are modern/old such as clothes) ● study a contemporary illustrator and attempt to replicate his/her style for a group story about a lost toy 	Illustrations, Replicate
5	To explore photographs of museum toy artefacts and identify whether they are old or new.	<ul style="list-style-type: none"> ● use digital cameras or tablets to create full photos and close ups of a focus toy ● take a selection of photos from a toy that show features reflecting the toy's age ● write labels to accompany photos of toys 	Artefacts, Labels, Curators, Education officers, Visitors
6	To share knowledge of old and new toys and books with others.	<ul style="list-style-type: none"> ● organise toys and books into categories and by age ● share knowledge and understanding of toys & books through time with museum 'visitors' ● role play being various museum staff such as curators and education officers 	

Year 1 - Spring 2– Hospitals and Healthcare

Disciplinary focus: Historical Significance: How have individuals in the past made a change to modern society?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To learn about the lives of significant individuals in the past who have contributed to national and international achievements.	<ul style="list-style-type: none"> ● be introduced to the concept of significant individuals and their contributions to healthcare. ● discuss the importance of hospitals and healthcare in society. ● introduce Mary Seacole as a significant individual in healthcare. ● show pictures and artefacts related to Mary Seacole's life. ● engage students in a class discussion about her life and contributions. 	Hospital, Healthcare, Significant Contributions, Achievements, Mary Seacole
2	To understand the concept of changes in living memory and how healthcare has evolved over time.	<ul style="list-style-type: none"> ● discuss with students what "living memory" means and why it is important for understanding history. ● participate in a class discussion about changes students have observed in healthcare during their lifetime. ● look at pictures, videos, or artefacts representing medical tools or practices from the past and present. ● complete a compare and contrast activity to identify differences between healthcare in the past and present. 	Changes, Living memory
3	To learn about the life of Mary Seacole and her contributions to healthcare.	<ul style="list-style-type: none"> ● provide students with information about Mary Seacole's background, childhood, and early life. ● discuss her journey to becoming a nurse and her experiences during the Crimean War. ● look at excerpts from Mary Seacole's autobiography or children's books about her life. ● participate in a class discussion about her challenges, achievements, and impact on nursing. 	Nursing, Crimean war, Autobiography
4	To order chronologically a timeline about Mary Seacole's life, focusing on important events.	<ul style="list-style-type: none"> ● be introduced to the concept of a timeline and its purpose for organising historical events. ● be provided with a pre-made timeline with key events from Mary Seacole's life, but with some missing parts ● order the missing events and discuss their significance. ● contribute their own events or achievements to the timeline. 	Timeline, Medical developments
5	To learn about important medical developments and nursing practices from 1850 to the present day.	<ul style="list-style-type: none"> ● be introduced to the concept of medical developments and their impact on healthcare. ● explore information about significant medical advancements and nursing practices throughout history. ● collaboratively, create a timeline on a large poster or interactive digital platform, adding key events and developments from 1850 to the present. ● discuss how medical developments have improved healthcare over time. 	Periods, Historical, Concepts
6	To compare the role of nurses in different historical periods and understand the concept of change.	<ul style="list-style-type: none"> ● discuss the role of nurses in different periods, such as the Victorian era, World War I, and the present day. ● examine pictures or stories representing nurses from different historical periods. ● engage students in a group or paired activity to compare and contrast the roles, responsibilities, and challenges faced by nurses in different periods. 	Change, Society, Victorian era, Compare, Contrast

Year 1 - Summer 1 – Transport

Disciplinary focus: change: how has transport changed and developed over the years?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To recognise similarities and differences between ways of life in different periods.	<ul style="list-style-type: none"> ● Introduce the concept of different periods in history and how people lived differently in each period. ● Engage students in a discussion about their own daily lives and compare it to how people lived in the past. ● Show pictures or illustrations of transportation in different periods. ● Encourage students to identify similarities and differences between past and present ways of life. 	Similarities Differences Periods
2	To understand that transport was different in the past and identify significant inventions like the wheel.	<ul style="list-style-type: none"> ● Focus on transportation in the past, particularly in ancient times. ● Show pictures or illustrations of early modes of transportation, such as carts, sleds, or animal-drawn vehicles. ● Introduce the invention of the wheel and its significance in transportation. ● Engage students in a hands-on activity where they create a simple wheel and explore its uses. 	Transportation Invention Wheel Chronology
3	To understand the chronology of the history of cars and name different vehicles, including "old-fashioned" ones.	<ul style="list-style-type: none"> ● Discuss cars as a mode of transportation and their importance in modern society. ● Show pictures or illustrations of various types of vehicles, including cars from different time periods. ● Introduce the term "automobile" and explain its meaning. ● Engage students in a discussion about old-fashioned vehicles and encourage them to name and describe some. 	Automobile
4	To learn how cars have developed and changed over time.	<ul style="list-style-type: none"> ● Show pictures or illustrations of cars from different time periods, highlighting their features and changes. ● Discuss significant advancements in car technology, such as the introduction of electric cars or self-driving cars (in simplified terms). ● Engage students in a hands-on activity where they create a simple model or drawing of a car and identify its features. 	Advancements
5	To explore how cars have developed and changed over time	<ul style="list-style-type: none"> ● Review the previous lesson's content on the development of cars. ● Show additional pictures or videos of cars from different eras, emphasising their design, size, and features. ● Discuss how cars have become faster, safer, and more fuel-efficient over time. ● Engage students in a creative activity where they draw or design their own "car of the future" while considering advancements in technology and sustainability. 	Development Evolution
6	To learn about the impact of cars on society and the benefits and challenges they bring.	<ul style="list-style-type: none"> ● Facilitate a class discussion on the benefits of cars, such as convenience, transportation, and economic contributions. ● Discuss the environmental impact of cars and the importance of sustainable transportation options. ● Introduce the concept of traffic rules and road safety. ● Engage students in a hands-on activity where they create traffic signs or a simple road map. 	Impact Sustainability Road safety

Year 1 - Summer 2– Changes in Communication

Disciplinary focus: change and continuity: how has communication stayed the same throughout the years and how has it changed.

Lesson number	Learning objective	Pupils will	Vocabulary
1	To understand that there are a range of different ways we communicate now, as there were in the past.	<ul style="list-style-type: none"> ● Understand the significance of communication in the past and present. ● Recognise and name a range of methods of communication, saying how they worked and placing them in time order. 	Communication Past Message Chronological
2	To understand the role and the use of messengers, both human and birds, in the past to send messages to others.	<ul style="list-style-type: none"> ● Understand why humans and pigeons were used to send messages, and the problems associated with these. ● Make a model pigeon using junk modelling. ● Add an appropriate message for their pigeon to carry. 	Message Letter Junk modelling Pigeon post
3	To begin to understand the history of the telegram.	<ul style="list-style-type: none"> ● Understand the history of telegrams and why they were used. ● Recognise and begin to understand Morse Code. ● Write a simple telegram to a chosen person. ● Use 'tea bag' dying to create an aged effect. 	Tea bag dying Telegram Morse Code
4	To reveal aspects of change in national life.	<ul style="list-style-type: none"> ● Understand how letters have been a method of communication for a long time and how the postal service came to be formed. ● Write a letter to an older person to find out about when and why they write letters now and did so in the past. 	letter Postal service
5	To Begin to understand how the telephone was developed.	<ul style="list-style-type: none"> ● Begin to understand the chronology of the telephone. ● Create an acoustic telephone and begin to have an idea how it works. ● Carry out a fair test on the acoustic telephone to identify the circumstances in which it works best. 	Telephone Acoustic telephone
6	To recognise changes within living memory.	<ul style="list-style-type: none"> ● Participate in the setting up of a class museum. ● Write labels for objects in the museum. ● Write museum records for objects that have been loaned. ● Assist in the production of a catalogue of objects in our museum. 	Curator Museum Label Records Catalogue

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Castles</p> <p>In this unit, pupils will: find out who built the first castles in the UK and why; find out about UK castles that were built by the Normans; find out about the structure of medieval castles; find out about the people living in medieval Castles; find out about how the common people were treated in medieval times; and To find out about how the Tower of London's use has changed over time.</p> <p><i>Disciplinary focus: Sources and evidence: How do we know what life was like living in a castle?</i></p>	<p>Life in London under the previous King Charles</p> <p>In this unit, pupils will: learn about and understand a past situation and enter into past lives; understand the sequence of events during the Plague; Compare life in 1665 to modern day life; experience a modern approach to the risk of fire, compared with ~350 years ago; generate and answer questions about the great fire of London; extend children's knowledge about the Great Fire of London through learning about the diary entries of Samuel Pepys and creating a timeline of the four days; understand how things have changed over time.</p> <p><i>Disciplinary focus: Similarities and differences: How was life in 1665 similar and different to life in 2020/21?</i></p>	<p>Change Makers of the world - Activists and inventors</p> <p>In this unit, pupils will: learn about events beyond living memory that are significant globally; learn about the lives of significant individuals in the past who have contributed to international achievements; learn about events beyond living memory that are significant nationally; develop some understanding of chronology; use vocabulary associated with the past; understand what an invention is and how/why people create inventions; learn about the lives of significant individuals in the past who have contributed to national and international achievements; learn about significant individuals in the past who have contributed to national and international achievements: Leonardo da Vinci.</p> <p><i>Disciplinary focus: Historical Significance: How have international achievements influenced life as we know it today?</i></p>	<p>Girl Power!</p> <p>In this unit, pupils will: learn about the lives of significant individuals in the past who have contributed to national and international achievements; compare aspects of life, identifying similarities and differences between different periods; compare aspects of life, identifying similarities and differences between different periods; and identify and sort English/British monarchs on a timeline.</p> <p><i>Disciplinary focus: similarities and differences: What are the similarities and differences between the reign of Queen Elizabeth I and Queen Victoria?</i></p>	<p>Explorers</p> <p>In this unit, pupils will: order some significant explorers on a timeline and identify the continents they visited; learn about the lives of significant individuals in the past who have contributed to national and international achievements; identify and compare expedition items from the past and today; investigate and compare the journeys of Christopher Columbus and Neil Armstrong; learn about the vessels used by Columbus and Armstrong in their expeditions; compare aspects of life, identifying similarities and differences between different periods; compare modes of transport from different eras, including differences in material and design.</p> <p><i>Disciplinary focus: Historical Significance: How has exploration made an impact on life today?</i></p>	<p>Stone age - OW</p> <p>What was Doggerland? Who were the Hunters and gatherers? What do we mean by 'pre historic'? What kind of animals did our human ancestors hunt? How did our human ancestors begin to make records without written words?</p> <p><i>Disciplinary focus: causation How do we know about the Stone Age?</i></p>

Year 2 - Autumn 1– Castles

Disciplinary focus: Sources and evidence: How do we know what life was like living in a castle?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To find out who built the first castles in the UK and why.	<ul style="list-style-type: none"> say who invaded England Learn about the main battle between William and Harold took place? ask questions to find out more information 	Invasions, battle, castle
2	To find out about UK castles that were built by the Normans.	<ul style="list-style-type: none"> identify and name 'motte and bailey' castles and 'keep and bailey' castles? find similarities and differences between the castles say why castles were important for the Norman invaders 	Motte and bailey, Keep and bailey, Similarities, Differences, Important
3	To find out about the structure of medieval castles.	<ul style="list-style-type: none"> describe the features of a castle find similarities and differences between the castles say why castles were important 	Features Medieval
4	To find out about the people living in medieval castles.	<ul style="list-style-type: none"> say some of the people who lived in a medieval castle name some of the different jobs in a medieval castle say who was powerful in medieval times 	Peasants
5	To find out about how the common people were treated in medieval times.	<ul style="list-style-type: none"> learn about taxes say why the peasants did not think a tax was fair explain what the taxes were used for compare how taxes were spent in medieval times and how they are spent now 	Taxes, compare
6	To find out about how the Tower of London's use has changed over time.	<ul style="list-style-type: none"> know the Normans started building the Tower of London say how the Tower of London has changed over time say what the Tower was used for in the past and what it is used for now 	Tower of London Changed Usage

Year 2 - Autumn 2– Life in London under the previous King Charles

● *Disciplinary focus: Similarities and differences: How was life in 1665 similar and different to life in 2020/21?*

Lesson number	Learning objective	Pupils will	Vocabulary
1	To compare life in London with King Charles II and King Charles III	<ul style="list-style-type: none"> ● Look at landmarks in London now and from 1605 and discuss similarities / differences ● Be introduced to King Charles II and what life was like during his reign (The Plague and GFOL should not be mentioned) ● compare and discuss how these aspects of life would be different during each king's reign: Houses, Transport, Clothes, Food, Jobs 	London, king, reign, monarch, monarchy, restoration
2	To learn about events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none"> ● Be introduced to the plague through links of Britain during the Covid pandemic ● Be told the story of the plague in the role of a doctor from 1665 ● Explore images of life during the plague in London ● Learn about the Lord Mayor's instructions for living during the plague ● Compare these instructions to rules in Britain during the covid pandemic 	Epidemic, pandemic, plague
3	To understand the sequence of events during the Plague	<ul style="list-style-type: none"> ● Learn about Samuel Pepys ● Read his diary extracts ● Role play the plague. Pupils will have the following roles: Watcher, Hunter, Examiner, Searcher, Doctor, Corpse Bearer, Bellman, ● Shopkeeper, Father, Mother, Child ● Write their own diary extract about life during the plague 	Watcher, Hunter, Examiner, Searcher, Doctor, Corpse Bearer,
4	To generate and answer questions about the great fire of London.	<ul style="list-style-type: none"> ● Take part in a fire drill and think about how we respond to the risk of fire today. ● Place the great fire of London on a timeline to understand how long ago it happened. ● Formulate and record questions about what happened in the great fire. 	Historical event London Flames Inferno
5	To learn about events beyond living memory that are significant nationally	<ul style="list-style-type: none"> ● begin to understand the timeline of the Great Fire of London. ● realise the danger and the problems of a fire in a city of wooden houses all built very close together. ● participate in role-play and invent a dialogue. 	Combustible Blaze Destruction Rebuilding
6	To learn about events beyond living memory that are significant nationally	<ul style="list-style-type: none"> ● learn more about the GFoL from a chronological report. ● write a newspaper report, using past tense verbs and other features of report writing. ● edit our own and a friend's writing, suggesting and making improvements. 	Wooden houses Monuments Evacuation Firefighters Samuel Pepys

Year 2 - Spring 1– Change Makers of the World - Activists and inventors

Disciplinary focus: Historical Significance: How have international achievements influenced life as we know it today?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To learn about events beyond living memory that are significant globally	<ul style="list-style-type: none"> ● Understand the global significance of Rosa Parks’ story ● Be able to express their opinion on the Rosa Parks story ● Understand that their lives and connected with the lives of others 	Global significance, Opinion, Connected
2	To learn about the lives of significant individuals in the past who have contributed to international achievements	<ul style="list-style-type: none"> ● Understand that Malala’s story is changing the world now ● Explore Malala’s story through drama ● Gain a sense of the wider world 	Changing the world, Drama, Wider world
3	To be able to sequence events in chronological order.	<ul style="list-style-type: none"> ● Sequence events in chronological order ● Ask relevant questions to extend their understanding and knowledge ● Understand that their lives are connected to the lives of others ● Understand how the school system developed 	Chronological order, Extend, School system
4	To learn about the lives of significant individuals in the past who have contributed to international achievements	<ul style="list-style-type: none"> ● Match ‘inventor questions’ to actual inventions. ● Create an inventors/ inventions timeline. ● ExpLearn about some of Leonardo da Vinci’s flying inventions. ● 	Inventor Invention Timeline
5	To learn about the lives of significant individuals in the past who have contributed to international achievements	<ul style="list-style-type: none"> ● Make a parachute inspired by Leonardo’s design and an alternative parachute. ● Compare two parachutes.lore the personality traits of successful inventors. 	compare
6	To learn about the lives of significant individuals in the past who have contributed to international achievements	<ul style="list-style-type: none"> ● Understand that the Wright brothers were important aviators. ● Make a range of different paper gliders. ● Adapt the design of a paper glider and compare how far they can travel. 	Aviators Gliders

Year 2 - Spring 2– Girl Power!

<i>Disciplinary focus: similarities and differences: What are the similarities and differences between the reign of Queen Elizabeth I and Queen Victoria?</i>			
Lesson number	Learning objective	Pupils will	Vocabulary
1	To compare aspects of life, identifying similarities and differences between different periods.	<ul style="list-style-type: none"> ● order pictures of some significant English/British monarchs on a timeline ● identify some key roles of a monarch and write these in the form of a job description. 	Compare, Monarchs, Timeline, Job description
2	To investigate Elizabeth I's life and legacy	<ul style="list-style-type: none"> ● begin to develop knowledge and understanding of the life and role of Elizabeth I through exploring images and objects ● use mystery items to investigate some significant developments of English life during Elizabeth I's reign. 	Legacy Reign Developments
3	To investigate Elizabeth I's life and legacy.	<ul style="list-style-type: none"> ● begin to investigate and improve our understanding of Elizabeth I and Elizabethan England through the detailed examination of images ● explore what type of queen Elizabeth I was. 	Elizabethan
4	To explore Victoria's legacy through investigating mystery item	<ul style="list-style-type: none"> ● begin to develop knowledge and understanding of the life and role of Victoria through the use of images, role-play and stories ● use mystery items to explore significant developments of English life during Victoria's reign. 	Victorian, Analyze
5	To investigate Victoria's life and legacy.	<ul style="list-style-type: none"> ● begin to develop knowledge and understanding of the life and role of Victoria through analysing different images ● explore what Victoria might have been like as a queen. 	Role-play Explanations
6	make comparisons between Queen Elizabeth I and Queen Victoria	<ul style="list-style-type: none"> ● use images to compare Queen Elizabeth I and Queen Victoria, and what life was like in Elizabethan and Victorian times ● write explanations about why we think it would have been better to live in either Victorian or Elizabethan times. 	Better Image Victorian/Elizabethan times

Year 2 - Summer 1– Explorers

Disciplinary focus: Historical Significance: How has exploration made an impact on life today?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To order some significant explorers on a timeline and identify the continents they visited	<ul style="list-style-type: none"> ● Learn what an explorer is ● Identify some key explores ● Investigare where the explorers went 	Explorers, Timeline
2	To identify and compare expedition items from the past and today.	<ul style="list-style-type: none"> ● learn about who Christopher Columbus was, what he did and where he went ● identify some differences between life in 1492 and life today ● discuss some of the positive and negative impacts of his expedition ● select appropriate kit for Christopher Columbus' expedition. 	Continents Expedition Differences Positive impacts Negative impacts Kit Journeys
3	To identify and compare expedition items from the past and today.	<ul style="list-style-type: none"> ● learn about who Neil Armstrong was, what he did and where he went ● identify some differences between life in 1969 and life today ● select appropriate kit for the Apollo 11 expedition. 	
4	To investigate and compare the journeys of Christopher Columbus and Neil Armstrong.	<ul style="list-style-type: none"> ● investigate the journeys of Christopher Columbus and Neil Armstrong. ● have a go at 'dead reckoning' and spaceship navigation. ● describe and follow journeys using compass directions, and locational and directional language. 	Compass directions Locational language Dead reckoning
5	To compare aspects of life, identifying similarities and differences between different periods	<ul style="list-style-type: none"> ● discuss and describe features of the vessels Christopher Columbus and Neil Armstrong used in their expeditions. ● identify possible dangers the two explorers faced on their journeys. ● Identify and compare the materials used in expedition transport during different eras. 	Vessels Dangers
6	To learn about the lives of significant individuals in the past who have contributed to national and international achievements.	<ul style="list-style-type: none"> ● know details about the clothing Armstrong and Columbus wore. ● identify and compare the clothing and materials used in expeditions for different eras. ● consolidate knowledge of the two expeditions using role-play. 	

Year 2 - Summer 2— Opening worlds - Stone Age- see website

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Year 3</p>	<p>Year 3 Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p><i>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</i></p>	<p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats.</p> <p><i>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal. Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments). Craftsmanship, trade, barter Puzzles for historians, including rulers and religion.</p> <p><i>Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</i></p>	<p>Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses</p> <p><i>Disciplinary focus: similarity and difference: What did Greek city States have in common?</i></p>	<p>Ancient Greece Athenian democracy and empire, Art, culture & learning in Ancient Greece, Greek architecture, inc. Parthenon, Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p><i>Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</i></p>	<p>Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation How did Alexander the Great conquer so much land?</i></p>
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<p>Year 4 & 5</p>	<p>Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation How did Alexander the Great conquer so much land?</i></p>	<p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p><i>Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</i></p>	<p>The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography)</p> <p><i>Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?</i></p>	<p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain</p> <p><i>Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<p>Christianity in three empires (300-600 CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p><i>Disciplinary focus: similarity/difference What made each early Christian state special?</i></p>	<p>Islamic civilisations (1) Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p><i>Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?</i></p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Year 6	<p>Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation How did Alexander the Great conquer so much land?</i></p>	<p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p><i>Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</i></p>	<p>The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography)</p> <p><i>Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?</i></p>	<p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain</p> <p><i>Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<p>World War II Explore the events that led up to World War II? Investigate how Hitler rose to power Explain how Jewish people were treated in the lead up to 1939 Give reasons for why Britain declared war on Germany Use a timeline to order events from the lead up to and including World War II.</p> <p>Use a range of sources to identify what life was like during the war. Describe aspects of life and make links with other historical periods Explain the short and long term consequences and impact of key people in the period studied Create a simple schema (mind-map) linking together the key events and historical concepts related to a period of history and show connections between these</p> <p><i>Disciplinary focus: causational How do we know that the Battle of Britain was a significant turning point in World War II?</i></p>