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|  | **EYFS**  |
| ***Communication and language*** * Connect one idea or action to another using a range of connectives.
* Describe some events in detail.
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

***Personal, Social, Emotional Development**** Think about the perspective of others.

**Physical Development** * Begin to show accuracy and care when drawing

***Mathematics*** * Begin to use the language of time e.g. a personal timeline/then and now
 | ***Understanding the world*** * Use simple words to talk about the passing of time.
* Talk about past and present events in their own lives and in the lives of family members.
* Recognise and describe special times or events for family or friends.
* Identify and talk about simple similarities and differences between things in the past and now, drawing on own experiences and what has been read in class.
* Listen to and recall simple historical stories.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.

***Expressive Arts and Design*** * Make use of props and materials when role playing characters in narratives and stories.

***Literacy*** * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
* Anticipate – where appropriate – key events in stories
* Compare and contrast characters from stories, including figures from the past
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| **Topics**  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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**Key Stage One**

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| **Year 1** |
| **Substantive Knowledge** |  |  |  |
| * **All Aboard (PWP/KHP) – Changes within living memory**
* **Tickets Please (NHP)**
* **How has travel changed over time? *(WBP)***
* **How did people travel long ago? (LWP)**
* There are different modes of transport for different reasons.
* Transport can be powered in different ways.
* Transport looks different now compared to the past.
* There are different types of transport for different purposes.
* Children will know why transport has developed over time.
* Transport is constantly improving and developing into the future.
 | * **Fire Fire (PWP/KHP) – Events Beyond Living Memory**
* **London’s Burning (NHP)**
* **How did the Great Fire change London? *(WBP)***
* **Why did the Great Fire happen in London a long time ago? (LWP)**
* **Students should be able to identify the year the Great Fire of London occurred (1666)**, demonstrating an initial understanding of chronological sequence.
* **Students should understand how the fire started** and be able to name the source of the fire (Thomas Farriner's bakery on Pudding Lane).
* **Students should be able to describe at least three major effects of the fire** such as the destruction of homes, the displacement of people, or the reconstruction efforts following the fire.
* **Students should be aware of the extent of the fire**, understanding that it spread quickly and engulfed a large part of the city.
* **Students should recognise the Great Fire's influence on London's development**, including changes in building materials and improved fire safety measures.
* **Students should appreciate the importance of the Great Fire in London's history**, recognising its significance as a turning point for urban development and fire safety.
 | * ***PWP/KHP Shiver Me Timbers – Significant Individual from the past***
* **Have you heard of a pirate named Black Beard? (LWP)**
* ***Who are the heroes of the Crimean war? WBP/NHP***

***PWP/ KHP/ LWP**** Students should be able to identify what a pirate is and highlight several key historical periods during which pirates were most active, primarily focusing on the 'Golden Age of Piracy'.
* Pupils need to be able to name and share basic facts about at least one significant pirate, such as Blackbeard or Anne Bonny, noting their influence and notoriety during their time.
* Students should understand typical living conditions on a pirate ship, including the roles and duties of pirate crew members and the concept of the pirate code.
* Students should begin discussions on the morality of piracy promoting an early understanding of right and wrong within a historical context.

**NHP/WBP*** Recognise Mary Seacole as an important figure in British history and explain why she is remembered today.
* Identify the key historical period during which Mary Secole lived and worked, relating to the Victorian era.
* Describe the main contributions that Florence Nightingale made to nursing and how she helped improve hospital conditions, particularly during the Crimean War.
* Explain how Mary Seacole work led to changes in public health and hospital care.
* Identify differences between hospitals in the past and present, discussing advancements that can be attributed to Mary Seaole’s and Florence Nightingale's influence on modern nursing practices.
* Recognise how Florence Nightingale's work has impacted the way we understand the importance of hygiene and cleanliness in medical environments today.
* Construct a basic timeline that highlights the significant events in Florence Nightingale's life, demonstrating an understanding of chronological order.
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| **Year 2** |
| **Substantive Knowledge** |  |  |  |
| ***Changes within Living Memory***PWP/KHP - Twisted Tales **NHP - How has Northumberland Heath changed over time?**PWP/KHP* Students should be able to identify and discuss simple changes in animation technology and understand that these changes happened over time.
* Children should recognise the development from black and white to colour animations and from silent films to those with sound.
* Pupils should be aware of significant milestones in the history of animations and Disney
* Children should be able to name and learn about Walt Disney, recognising their impact on how films were made or how stories were told.

NHP* Pupils should be able to identify changes within living memory in Northumberland Heath, including how national events have impacted the local community.
* Recognise how specific locations and buildings within Northumberland Heath have changed over time.
* Pupils should identify and discuss significant individuals from Northumberland Heath and the surrounding areas, who have contributed to national or local achievements.
* Recount key events and changes in Northumberland Heath's living history, showing an understanding of how these have influenced modern life.
* Sequence events and periods of change in Northumberland Heath, developing a chronologically secure knowledge of local history.
* Recognise and describe cultural and social changes that have occurred in Northumberland Heath

WBP**How has Thamesmead changed over time?*** To explain the concept of living memory as events that have happened within the lifespan of people who are alive today.
* To differentiate between changes within living memory and events of the more distant past.
* To recognise characteristics of Thamesmead from the past and compare them with the present-day features
* To describe at least one significant event in Thamesmead's history that has occurred within living memory, such as the development of new housing projects or community initiatives.
* To be able to discuss how changes in technology have impacted daily life in Thamesmead, citing specific examples such as the introduction of internet or mobile communications.
* Pupils to illustrate an understanding of changes in cultural and social aspects, including leisure activities, education, and shopping within Thamesmead across recent decades.
 | ***Significant Event*** PWP/KHP Dungeons and Dragons – **NHP/WBP Why do castles exist?**Understanding the Significance of the Battle of HastingsRecognising the Outcome and Effects of the Battle* Recognise what a castle is and explain the basic reasons for their construction during William the Conqueror’s time.Identify differences between early motte and bailey castles and the later stone keep castles.

Learning about the Impact of Norman Rule | ***Significant Individual*** PWP/KHP/NHP - Busy Bugs – HamzaWBP **Why is David Attenborough a House Champion?**Understanding the Significance of Hamza YassinKnowledge of Hamza Yassin’s BackgroundExploration of Hamza Yassin's WorkYassin’s Impact on Public Awareness Identification of Key Values related to his work |

**Key Stage Two**

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| **Year 3** |
| **Substantive Knowledge** |  |  |  |
| * **PWP/KHP We Will Rock You**
* NHP/WBP **Why was the Bronze Age the best?**
* Pupils should have a chronological understanding of the Stone Age, Bronze Age, and Iron Age, and be able to place key events and developments in the correct period.
* Pupils should be aware of the types of homes people lived in, the food they ate, and the tools and weapons they used during each age, noting advancements and changes over time.
* Pupils should be able to identify and describe key artifacts from each period and understand their significance. They should have some understanding of the methods used by archaeologists to study the past.

**I Need A Hero!*** Students should have a fundamental understanding of when key emergency services were formed in the UK, such as the Metropolitan Fire Brigade in 1866, the National Health Service in 1948, and the inception of modern policing with the Metropolitan Police in 1829.
* They should be able to identify significant historical events that led to changes or improvements in the emergency services, for example, the Great Fire of London in 1666 influencing fire service development.
* Learners are expected to understand how and why emergency services have changed from their inception to modern times, noting advancements in technology and changes in society's needs.
* They should be able to compare and contrast historical and contemporary uniforms, vehicles, and equipment used by the emergency services, recognising improvements and the reasons behind these changes.

WBP/NHP* To understand the importance of infrastructure in cities and towns
* They should be able to identify significant historical events that led to changes or improvements in the emergency services, for example, the Great Fire of London in 1666 influencing fire service development.
* Learners are expected to understand how and why emergency services have changed from their inception to modern times, noting advancements in technology and changes in society's needs.
* They should be able to compare and contrast historical and contemporary uniforms, vehicles, and equipment used by the emergency services, recognising improvements and the reasons behind these changes.
 | * **Ruthless Romans**
* NHP/WBP **What did the Romans do for us?**
* Pupils should have a chronological understanding of the Roman Era, and be able to place key events, individuals and developments in the correct period.
* Julius Caesar’s attempted invasion in 55-54 BC
* the Roman Empire by AD 42 and the power of its army
* Successful invasion by Claudius and conquest, including Hadrian’s Wall
* British resistance, for example, Boudica
* ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
 | * **Visionary Victorians**
* NHP/WBP **What was ‘life’ like for the Victorians?**
* Students should understand the chronological framework of the Victorian era, identifying its place in British history from 1837 to 1901.
* They should be able to describe the significant social, cultural, and technological changes that occurred during Queen Victoria's reign.
* Students should develop an awareness of what daily life was like for different classes of people, from the wealthy elite to the working classes, including children.
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| **Year 4** |
| **Substantive Knowledge** |  |  |  |
| KHP/PWP **All the World’s A Stage*** Students should be able to place significant periods and events in the history of theatre within a chronological framework, including ancient Greek theatre, Roman theatre, medieval, Elizabethan, and more modern developments.
* Pupils need to understand the impact of societal and cultural developments on the evolution of theatre, recognising the difference in layout of theatres across the ages
* Acknowledge and discuss the changes from the 19th century to the modern-day, including the move from outdoor to indoor theatres, technological advancements, and the emergence of different genres and styles, such as musical theatre

**KHP/PWP/ Tomb Raiders****WBP/NHP Was it right to raid the tombs?*** Pupils should be able to place Ancient Egypt in the correct chronological context, understanding where it fits in history relative to other historical periods they have studied such as the Stone Age, Bronze Age, and Iron Age.
* Pupils should have knowledge of everyday life in Ancient Egypt. This will encompass social hierarchy, the roles and jobs common in Ancient Egyptian society, and the importance of the Nile.
* Pupils should demonstrate knowledge of the pantheon of Egyptian gods and the significance of afterlife beliefs, which influenced their practices and the construction of tombs.
* should understand the significance of religious artefacts, including amulets, coffins, and the Book of the Dead, and what these reveal about Egyptian beliefs.
* Students should understand how the culture and inventions of Ancient Egypt have influenced our lives today, including in areas such as writing, with the development of hieroglyphs.
* WBP
* Pupils should learn about the achievements of Ancient Egypt, particularly in the fields of science, mathematics and medicine.
 | * **Who Let the Gods Out?**
* NHP/WBP **How did the Ancient Greeks influence the modern world?**
* Pupils should be able to place Ancient Egypt in the correct chronological context, understanding where it fits in history relative to other historical periods.
* Students should have a clear understanding of daily life in Ancient Greece, including housing, clothing, food, education, and the roles of men, women, and children. They should be able to compare these aspects with their own lives.
* Pupils should understand the concept of city-states, particularly the differences and similarities between two primary city-states: Athens and Sparta. They should recognise the types of government, economies, and social structures.
* Students should be able to identify key achievements and contributions of Ancient Greece in various fields such as democracy, philosophy, mathematics, and the arts. They should understand the enduring impact of these contributions on Western civilization.
* Pupils should demonstrate knowledge of Greek mythology, including gods, goddesses, and mythological creatures. They should understand the significance of mythology in daily life and in the cultural practices of the Ancient Greeks
 | * **Invasion, Invasion, Invasion**
* NHP/WBP **Were the Vikings vicious?**
* Pupils should be able to place Anglo Saxons and Vikings in the correct chronological context, understanding where it fits in history relative to the other historical periods they have studied.
* Pupils should have a clear understanding of who the Anglo-Saxons were, including where they came from. They should be able to explain why these groups migrated to Britain and identify the regions of Britain where they established settlements.
* Pupils should be able to name and locate some of the early Anglo-Saxon kingdoms, such as Northumbria, Mercia, and Wessex.
* Pupils understand how and why the Vikings came to Britain.
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| **Year 5** |
| **Substantive Knowledge** |  |  |  |
| * KHP/PWP **Mayan Madness**
* Pupils should be able to identify when and where the Mayan civilisation existed, including an understanding of the Mesoamerican chronology, specifically the Classic Period of Maya civilisation.
* Pupils must demonstrate knowledge of key aspects of Mayan society, including the class structure, language, role of religion, and the significance of cities like Tikal and Chichen Itza.
* Pupils should show understanding of everyday life in the Mayan civilisation, including typical foods, clothing, roles and responsibilities of different members of society, and Mayan trading practices.
* Learners should be able to outline significant Mayan achievements such as their complex calendars, advances in agriculture, and architectural feats exemplified by their pyramids and cities.
* They should recognise the contributions of the Mayans to mathematics and astronomy, including their use of the concept of zero and their celestial observations.

NHP/WBP **Who was the first Oba of Benin?*** Understand the key dates defining the early, classical, and later periods of the Benin Kingdom, placing them correctly on a timeline in relation to other historical periods studied.
* Identify the geographical location of the Kingdom of Benin and describe its environment, including vegetation and wildlife.
* Explain the importance of the Kingdom of Benin in the context of West African history, including its influence on the region and its cultural legacy.
* Describe the social hierarchy and roles of different members of Benin society, such as the Oba, nobles, craftsmen, farmers, and slaves.
* Analyse the significance of Benin art, particularly the bronze plaques and ivory carvings, discussing the skills and techniques used by craftsmen.
* Describe religious beliefs, customs, and traditions in Benin, and identify how these were reflected in the art and culture of the time.
* Explain the economic foundations of the Benin Kingdom, including the role of trade with Europeans and other African states.
 | * **KHP/PWP Reach for the Stars!**
* NHP/WBP **A giant leap for mankind?**

Pupils are expected to exercise critical thinking by comparing different sources of information regarding space travel, recognising how and why contrasting arguments and interpretations of space exploration have been constructed.* Pupils to construct a timeline that outlines the key events in the history of space exploration, including landmark events such as the launch of the first man-made satellite, Sputnik, in 1957, the first human spaceflight by Yuri Gagarin in 1961, and the Moon landing by Apollo 11 in 1969.
* Pupils to identify and discuss significant space missions, such as the Apollo Moon landings and the Space Shuttle program, and recognise the contributions of pivotal figures like Neil Armstrong, Valentina Tereshkova, and Tim Peake to the field of space exploration.
* Pupils to understand the technological advancements that have made space exploration possible, including the development of rockets, satellites, and space stations, and articulate how these technologies have impacted life on Earth (e.g., telecommunications, weather forecasting).
* Pupils to demonstrate comprehensive knowledge of the solar system, including the names and characteristics of different planets, as well as an understanding of concepts like asteroids, comets, and the possibility of life beyond Earth.
 | * **KHP/PWP Off With Their Head**
* NHP/WBP **What did the Tudors do for us?**
* Pupils will be able till place the Tudors in the correct chronological context, understanding where it fits in history relative to the other historical periods they have studied.
* Pupils should have a comprehensive understanding of the Reformation, including the establishment of the Church of England and the dissolution of the monasteries.
* They should recognise the impact that Tudor monarchs had on culture and society, including patronage of the arts and exploration, like the voyages of Christopher Columbus and Sir Francis Drake.
* NHP/WBP - They should be aware of the Spanish Armada of 1588 and its impact on England and its relationship with other European countries.
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| **Year 6** |
| **Substantive Knowledge** |  |  |  |
| Local History Study* WBP **Is it appropriate to celebrate law breakers?**
* To understand one of the British areas of study listed above
* To learn about how several aspects of national history are reflected in the locality (this can go beyond 1066).
* a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. - Highwaymen

Migration* WBP **Should unrestricted migration be allowed in the UK?**
* Pupils should be able to identify and describe significant migrations that have shaped Britain, such as the arrival of the Romans, Anglo-Saxons, Vikings, Normans, Huguenots, Jews, Commonwealth citizens, and more recent EU migrants.
* They should understand the causes of these migrations, including war, persecution, economic opportunity, and empire.
* They should appreciate how migrants have contributed to key aspects of British life, including the National Health Service, industry, sports, and arts.
* Pupils should understand the challenges and opportunities faced by migrants transitioning to life in Britain, including integration, assimilation, and retention of cultural identity.
 | Rule of Law* changes in an aspect of social history
* Explain the difference between past and present in own and other people’s lives.
* Knowledge and understanding lives of historical people and reason for their actions.
* To be able to empathise with historical people.
* Uses evidence to explain reasons why people in past acted as they did.
* To construct informed responses that involve thoughtful selection and organisation of relevant historical information

NHP/WBP **WW2: Why did it happen?*** World War 2
* WBP **WW2: Why did it happen?**
* Which countries were involved in World War II and what were the causes?
* How did Adolf Hitler rise to power?
* How did World War II begin?
* How did World War II affect children in Britain?
* What was propaganda and why was it an important tool?
* What was the Battle of Britain?
 | Migration* Pupils should be able to identify and describe significant migrations that have shaped Britain, such as the arrival of the Romans, Anglo-Saxons, Vikings, Normans, Huguenots, Jews, Commonwealth citizens, and more recent EU migrants.
* They should understand the causes of these migrations, including war, persecution, economic opportunity, and empire.
* They should appreciate how migrants have contributed to key aspects of British life, including the National Health Service, industry, sports, and arts.
* Pupils should understand the challenges and opportunities faced by migrants transitioning to life in Britain, including integration, assimilation, and retention of cultural identity.

Rule of Law* WBP **Is there justice for all?**
* changes in an aspect of social history
* Explain the difference between past and present in own and other people’s lives.
* Knowledge and understanding lives of historical people and reason for their actions.
* To be able to empathise with historical people.
* Uses evidence to explain reasons why people in past acted as they did.
* To construct informed responses that involve thoughtful selection and organisation of relevant historical information
 |