



History Threads

Thread	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Monarchy	<p>People Who Help Us</p> <ul style="list-style-type: none"> Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community. 	<p>Childhood</p> <ul style="list-style-type: none"> A coronation is a ceremony where the crown is placed on the head of the new king or queen. Elizabeth II was the Queen of the United Kingdom for 70 years until she died in 2022. The coronation ceremony of Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London. Many people celebrated the coronation by holding street parties. <p>School days</p> <ul style="list-style-type: none"> The Victorian era was the time from 1837 to 1901 when Queen Victoria was the monarch of the United Kingdom. Queen Victoria was loved by her people. She ruled the United Kingdom and the people in other countries who were part of the British Empire. 	<p>Movers and Shakers</p> <ul style="list-style-type: none"> A monarch is a king or queen who rules a kingdom. <p>Magnificent Monarchs</p> <ul style="list-style-type: none"> There have been over 60 monarchs since Alfred the Great in AD 871. The monarch today is Charles III. The power of the monarchy has changed over time. In the past, some monarchs had absolute power. This meant that they could do whatever they wanted. Today, there is a constitutional monarchy. This means that the monarch is controlled by parliament and the government. Royal portraits show a monarch in the way they wish to be seen. The pose, objects, background, clothes and facial expression show the monarch's power and personality. Six significant sovereigns: <ul style="list-style-type: none"> Alfred the Great William the Conqueror Henry VIII Elizabeth I Queen Victoria Elizabeth II 	<p>Emperors and Empires</p> <ul style="list-style-type: none"> Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753–509 BC) lead by a king. Next it was a republic (509–27 BC) lead by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor. Boudicca was the queen of the Celtic Icenii tribe who revolted against Roman rule in AD 60–61. She and her army of tribal warriors destroyed the Roman cities of Camulodunum (Colchester), Londinium (London) and Verulamium (St Albans). 	<p>Invasion</p> <ul style="list-style-type: none"> Alfred the Great's grandson, Athelstan, was a successful Anglo-Saxon warrior. During his reign from AD 924–939, he defeated Welsh, Scottish, Celtic and Viking kings to become the first King of all England. England has been united since the reign of Athelstan. Alfred the Great was the King of Wessex from AD 871–899. He defeated the Viking leader, Guthrum, at the Battle of Edington in AD 876. He made peace with Guthrum and insisted that he was baptised as a Christian. Alfred the Great split England into Viking Danelaw and Anglo-Saxon Wessex. When the King of England, Edward the Confessor, died in 1066, he left no successor to the throne. His adviser, Harold Godwinson, was crowned king, but the King of Norway, Harald Hardrada, and William, Duke of Normandy, also claimed the throne. Harold Godwinson defeated Harald Hardrada at the Battle of Stamford Bridge in the north of England and then marched south to fight William, Duke of Normandy at the Battle 	<p>Off With Her Head</p> <ul style="list-style-type: none"> The Tudor period began when Henry Tudor defeated King Richard III at the Battle of Bosworth in 1485. Henry Tudor became King Henry VII after the battle and married Elizabeth of York in 1486. Their youngest son, Henry went on to become King Henry VIII. After King Henry VIII died his nine-year-old son, Edward, became king for six years. Henry's daughter, Queen Mary I, then took the throne and rules until her death in 1558. Henry's youngest daughter became Queen Elizabeth I. The reign of the Tudors ended with the death of Queen Elizabeth I in 1603. Henry VIII was King of England from 1509 until he died in 1547. He is mostly remembered for having six wives and for breaking away from the Roman Catholic Church and the Pope. He was only 18 when he became king and was an attractive and educated man. Henry VIII's appearance and personality changed during his reign. Anne Boleyn was the second wife of Henry VIII. She was beheaded. 	<p>Revolution – Victorians</p> <ul style="list-style-type: none"> The Victorian era was the time when Queen Victoria was on the throne. It lasted 1837 until 1901. It was a time of huge change in Britain. Queen Victoria was born in 1819 and became the queen in 1837. She married her cousin, a German prince called Albert., in 1840. They had nine children. She reigned for 63 years. Queen Victoria became well known for her high moral standards. Prince albert died in 1861 and Queen Victoria was so grief-stricken that she wore black mourning dress for the rest of her life.

of Hastings. William, Duke of Normandy won the battle and Harold Godwinson was killed. He was crowned king on Christmas Day in 1066 and became known as William the Conqueror. This was the end of Anglo-Saxon or Viking rule in England.

Ancient Civilisations

- A series of city states grew up in ancient Sumer. The city states were often at war with each other. A king or queen ruled each city and lived in a palace. King Lugalzaggisi united the city states of ancient Sumer under one ruler, but then King Sargon, of the neighbouring kingdom of Akkad, conquered ancient Sumer. He forced everybody to speak the same language and crushed rebellions. Sumer became part of the Akkadian empire
- Pharaohs ruled over ancient Egypt with absolute power. The ancient Egyptians believed that the pharaoh was the earthly representative of the gods. The most well-known pharaoh is Tutankhamun. His tomb was discovered in the Valley of the Kings by Howard Carter in 1922. The vast number of priceless artefacts found buried with the pharaoh provided a lot of information about life in ancient Egypt.

					<ul style="list-style-type: none"> Kings ruled individual city states in ancient Sumer, whereas pharaohs ruled all of ancient Egypt. 		
Vocabulary		Monarch, queen, Victorian, Queen Victoria, past, present, coronation, Queen Elizabeth, King Charles, Westminster Abbey, London.	Significant, absolute power, head of state, hierarchy, monarch, reign, sovereign, king, parliament, power, residence, Chares III, Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II.	Absolute power, consul, empire, hierarchy, emperor, army, soldiers, officers, Boudicca, Iceni.	<p>Previous year groups.</p> <p>Pharaohs, kingdom, Alfred the Great, Harold Godwinson, Harald Hardrada, Battle of Hastings, city state, Howard Carter, Tutankhamun, tomb.</p>	Reign, treason, Tudors, empire, War of the Roses, Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I, monarch, heir.	Queen Victoria, Prince Albert, reign, monarch, heir, work.
Religion	<p>Christmas</p> <ul style="list-style-type: none"> Children find out about key historical events and why and how we celebrate today? <p>Easter</p> <ul style="list-style-type: none"> Children find out about key historical events and why and how we celebrate today? 		<p>Magnificent Monarchs</p> <ul style="list-style-type: none"> Henry VIII was the king who formed the Church of England. Henry VIII was famous for marrying six times. He was also power hungry. He closed the monasteries, strengthened the Royal Navy and made laws without parliament. Alfred the Great was a wise and brave king. He converted his Viking enemy to Christianity, and they became friends. He united the English kingdoms. He valued education and created schools to teach his people. 	<p>Through the Ages</p> <ul style="list-style-type: none"> Stone Age - People built monuments, including stone circles, henges and earthworks. Historians believe that they used these monuments for gatherings and worship. <p>Emperors and Empires</p> <ul style="list-style-type: none"> Emperor Constantine made Christianity legal in AD 313. Some people in Britannia became Christians. 	<p>Invasion</p> <ul style="list-style-type: none"> Christianity declined in England after the Romans left, so Irish and Roman Christians were sent to Britain to re-establish Christianity. Monks like St Columba, St Aiden and St Augustine converted the Anglo-Saxon kings, and then their people, to Christianity. They also established churches and monasteries. Monasteries were significant in Anglo-Saxon England because they spread Christianity, promoted reading and writing and provided help for the poor. Monasteries were usually built in isolated places and were rich with money and precious objects. When the Vikings first invaded, they were Pagans and worshipped many gods. Over time, they converted to Christianity. In AD 793, the Vikings arrived on Lindisfarne and destroyed the monastery buildings, stole precious objects, killed and injured the 	<p>Off With Her Head</p> <ul style="list-style-type: none"> Henry VIII was King of England from 1509 until he died in 1547. He is mostly remembered for having six wives and for breaking away from the Roman Catholic Church and the Pope. During his reign, Henry VIII founded the Church of England. To get a divorce from Catherine of Aragon, Henry needed to break away from the Roman Catholic Church. This became known as the 'Great Matter.' Thomas Cromwell, the king's chief advisor helped Henry to break away from the Roman Catholic Church and persuaded parliament to make Henry the Head of the Church of England. This led to a period called the Reformation, where the Roman Catholic abbeys, monasteries and convents were closed with all the money going to the king. <p>Ground-breaking Greeks</p> <ul style="list-style-type: none"> During the Classical period, ancient Greece was a collection of city states, rather than one united country. Each city state, known as a polis, included a city and its surrounding 	

					monks and took some as slaves. The Christian world was shocked by this raid on a remote monastery and monks wrote about the attack.	villages, farms and land. Each city state had its own government and hierarchy, although they spoke the same language and followed the same religion.	
Vocabulary			Religion, Church of England, monasteries, Christianity.	Christianity, druids, worship, sacrifice, offering, beliefs, religious ceremony.	Christianity, monastery, monk, pagan, religion, priest/priestess, slaves, writing, decline.	Christianity, Church of England, reformation, Protestant, mythology, annulment, divorce, Pope, Roman catholic church, hierarchy.	
Invasion and Settlement	Food Glorious Food <ul style="list-style-type: none"> Talk about and understand changes in their own lifetime, by creating a personal timeline. 		Magnificent Monarchs <ul style="list-style-type: none"> Alfred the Great was a wise and brave king. He converted his Viking enemy to Christianity, and they became friends. He united the English kingdoms. He valued education and created schools to teach his people. William the Conqueror invaded England and defeated Harold II at the Battle of Hastings. He had absolute power. He created the feudal system and built many castles to protect his kingdom. The Bayeux Tapestry depicts the events of the Battle of Hastings. Elizabeth I was intelligent, brave and loved by her people. She spoke many languages and supported the Arts. She never married and proved that a woman could rule a kingdom alone. She supported explorers and defeated the Spanish Armada. 	Through the Ages <ul style="list-style-type: none"> Skara Brae was a settlement in Scotland who's well preserved dwelling and artefacts have helped historians to understand more about life in the Neolithic. End of the Stone Age – The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain. Bronze Age - People lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes. End of the Bronze Age – People stopped using metal during a time called the Bronze Age collapse. Theories for the Bronze Age collapse include the weather, natural disaster and rebellion by the poor against the rich. Iron Age - People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside. End of the Iron Age – The Romans invaded and conquered Britain in AD 43. They created written records, so this event 	Invasion <ul style="list-style-type: none"> The Picts and Scots tried to invade England after AD 410, because the Britons were undefended. In AD 449, a British leader, Vortigern, asked Hengist and Horsa, two Jutes, to come to England to help the Britons. However, the Jutes realised that the land in England was good for farming, so they, along with the Angles and Saxons, invaded England. The Vikings first visited England in AD 789, when they sailed from Norway to the Isle of Portland on the south coast and killed the reeve, who had greeted them on the shore. However, their first major raid was four years later, on the monastery at Lindisfarne. The Anglo-Saxons invaded the east and south coasts of England and pushed the Celtic Britons west. They split England into seven kingdoms, which became known as the heptarchy. The rulers of these kingdoms fought each other for land and power. By AD 800, there 	Ground-breaking Greeks <ul style="list-style-type: none"> The Mycenaean civilisation existed between c1600 BC and c1100 BC on the Greek mainland. They took control of Crete in c1450 BC. The Mycenaeans were excellent warriors. They invaded and settled in areas around the Mediterranean Sea and developed trade links with Egypt, Cyprus and many Greek islands. There are six periods in Ancient Greek history from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC. 	Britain at War <ul style="list-style-type: none"> War is a period of intentional actions, including armed fighting, between two or more countries or groups to force the enemy to adhere to their will. There were several long-term causes of the First World War. <ul style="list-style-type: none"> Countries had previously made alliances because war seemed likely. Britain had signed a treaty to protect Belgium and was allied with France and Russia. Germany, Austria-Hungary and Italy were allies. Germany had an imperialist desire to conquer other countries. Countries including Germany, France, Russia and Britain practised militarism, growing their armies and developing weaponry. Nationalism was widespread in Europe, and the leading powers each believed their country was superior. The short-term trigger was the assassination of Archduke Franz Ferdinand by a Serbian Nationalist on 28th June 1914. This resulted in Austria-Hungary declaring war on Serbia. The Treaty of Versailles had devastated Germany. By the 1930s, unemployment

				<p>ended prehistory in Britain.</p> <p>Emperors and Empires</p> <ul style="list-style-type: none"> • The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200. • The Roman army was well structured and had a clear hierarchy, which made it the most effective fighting force in the ancient world. The army was led by high-ranking officers and ordinary soldiers were expected to follow commands and keep an oath to the emperor. All soldiers had similar equipment, armour, shields for protection and javelins and swords for fighting. Soldiers were well trained and fit. After an invasion, they also used their skills as engineers and builders to create forts, towns, roads and bridges in the countries they conquered. • Julius Caesar invaded Britain in 55 and 54 BC, but both invasions were unsuccessful. The Roman emperor, Claudius, successfully conquered Britain in AD 43. • The Roman army spent many years, conquering Britain. After 30 years, England and Wales became part of the Roman Empire, called Britannia. Caledonia (Scotland) and Hibernia (Ireland) were never conquered by the Romans. 	<p>were five main kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex. Celtic Britons still lived in Wales, Cornwall, Scotland and Ireland.</p> <ul style="list-style-type: none"> • After 60 years of summer raids, a huge army of 3000 Vikings arrived on the south coast to invade England in AD 865. They conquered every kingdom other than Wessex and took control of Jorvik (York). • Vikings travelled by longships from Scandinavia to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slave. • When the King of England, Edward the Confessor, died in 1066, he left no successor to the throne. His adviser, Harold Godwinson, was crowned king, but the King of Norway, Harald Hardrada, and William, Duke of Normandy, also claimed the throne. Harold Godwinson defeated Harald Hardrada at the Battle of Stamford Bridge in the north of England and then marched south to fight William, Duke of Normandy at the Battle of Hastings. William, Duke of Normandy won the battle and Harold Godwinson was killed. He was crowned king on Christmas Day in 1066 		<p>and poverty in Germany were widespread. Adolf Hitler became Germany's leader in 1934 and claimed his Nazi Party would restore German pride and save the economy. He then invaded the surrounding countries. Britain and France tried appeasement rather than challenging this expansion. On 1st September 1939, German forces invaded Poland. Britain and France declared war on Germany.</p> <ul style="list-style-type: none"> • The Battle of Britain took place in the skies above Britain from July to October 1940. Adolf Hitler was planning a land attack on Britain but first had to control the skies to prevent British air attacks. The superior British planes and their organised air-defence system overcame the German Luftwaffe. This was a turning point in the war as Adolf Hitler could not continue with his land invasion plan. • The axis powers were led by Germany's Adolf Hitler and that the allied powers were led by Great Britain's prime ministers Neville Chamberlain and then Winston Churchill.
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Vocabulary			Viking, enemy, defeated, Spanish Armada, Normans, invasion.	Bell Beaker folk, Bronze Age, Celts, hillfort, Romanise, Romano-British culture. Stone Age, Iron Age, Basilica, forum, Caledonians, Julius Caesar, Claudius, Britannia, conquer, Skara Brae.	Conquer, invasion, raid, Vikings, Normans, Anglo-Saxons, Romans, Britons, Saxons, Picts, Scots, Angles, Jutes, Harald Hardrada, William – Duke of Normandy, Battle of Hastings., farming,	Warrior, Mycenaean, civilisation.	First World War (WWI), Second World War (WWII), alliance, appeasement, Nazi Party, Battle of Britain, Adolf Hitler, restore, persecution, Holocaust, Jewish, concentration camp, Neville Chamberlain, Winston Churchill, VE day, surrender.
Society	<p>Marvellous Me</p> <ul style="list-style-type: none"> Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Talk about and understand changes in their own lifetime, by creating a personal timeline. Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community. <p>People Who Help Us</p> <ul style="list-style-type: none"> Children know that you can find out information from different sources e.g., internet, books. Talk about key roles people have in society 	<p>Childhood</p> <ul style="list-style-type: none"> In 1950's, Families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets. In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. Many women were housewives. In their leisure time, people listened to the radio and began to watch television. <p>School Days</p> <ul style="list-style-type: none"> In Victorian schools, boys and girls were separated into large classes. They were taught different 	<p>Movers and Shakers</p> <ul style="list-style-type: none"> A memorial is made to remind people of a significant person or event. Memorials can include statues, monuments, plaques and stamps. <p>Magnificent Monarchs</p> <ul style="list-style-type: none"> The power of the monarchy has changed over time. In the past, some monarchs had absolute power. This meant that they could do whatever they wanted. Today, there is a constitutional monarchy. Queen Victoria reigned for 63 years. She supported charities, new technologies and 	<p>Through the Ages</p> <ul style="list-style-type: none"> Stone Age people were hunter-gatherers. They followed and killed animals and gathered seasonal food. They made clothes from animal skins. The Beaker folk brought their knowledge of metalworking and pottery making to Britain. Bronze tools made farming more efficient, so there was more food and the population grew. Iron tools made farming more efficient and iron weapons were available to everyone. Tribes attacked each other to steal their land, food and possessions. People created art, music and poetry. <p>Emperors and Empires</p>	<p>Invasion</p> <ul style="list-style-type: none"> Anglo-Saxon society had a hierarchy, with a king at the top. Landowners, called thegns, were below the king and peasant farmers worked on the thegn's land. Slaves were at the bottom of the hierarchy. Most Anglo-Saxons were farmers or craftspeople. They lived in homes made from wood or wattle and daub, with a single room and central fireplace. Settlements were surrounded by high fences to protect animals and villages from thieves and attack. The Vikings lived in a similar way to the Anglo-Saxons. Most Vikings were farmers or craftspeople, but they 	<p>Off With Her Head</p> <ul style="list-style-type: none"> Crimes were punished severely during Tudor times inducing, beheading, hanging and quartering. <p>Ground-breaking Greeks</p> <ul style="list-style-type: none"> As Europe's first developed civilisation, the Minoans lived in towns with roads, wells and a basic sewerage system. They were capable farmers and skilled craftspeople. Their architects oversaw the building of palaces. They were also skilled in making pottery. They traded goods, such as olive oil, pottery and cloth. The Minoans also used an early writing system known as Linear A. The Mycenaean chiefs lived in palaces within fortified hilltop citadels. The Mycenaean people were influenced by the Minoans. 	<p>Britain at War</p> <ul style="list-style-type: none"> Life changed for people in Britain. Food was scarce. Rationing was introduced towards the end of the war, leading to long queues at shops, hoarding, protests and strikes. People were worried about their safety as Zeppelins, and later German Gotha planes, carried out air raids over cities. Women took on roles traditionally done by men, such as working in factories or on the land. Civilians in Britain had to cope with frightening air raids and bombings in cities. Finding their way during the blackout was difficult and dangerous. Children were separated from their families in the evacuation, and many women joined the

	<p>both in the present and past. Name and describe people who are familiar to them within their community.</p> <p>Food Glorious Food</p> <ul style="list-style-type: none"> • Talk about and understand changes in their own lifetime, by creating a personal timeline. <p>Down on the Farm</p> <ul style="list-style-type: none"> • Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community. <p>Life Cycles</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different <p>Big, Wide World</p> <ul style="list-style-type: none"> • Children know that you can find out information from different sources e.g., internet, books. <p>Pirates</p> <ul style="list-style-type: none"> • Talk about key roles people have in society both in the present and past. 	<p>subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.</p> <ul style="list-style-type: none"> • In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing. 	<p>inventions. She also increased the size and power of the British Empire. She was married to Prince Albert and had nine children.</p> <ul style="list-style-type: none"> • British citizens copied Queen Victoria and her family. Traditions such as decorating Christmas trees, brides wearing a white dress and afternoon tea. • Elizabeth II was the monarch and the Head of the Commonwealth for 70 years. She performed many royal duties, such as opening parliament and giving awards. She led the country's celebrations, supported charities, hosted state banquets and met world leaders. • William the Conqueror invaded England and defeated Harold II at the Battle of Hastings. He had absolute power. He created the feudal system and built many castles to protect his kingdom. • Hierarchy is a way of organising people in society according to how important they are. • The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants. 	<ul style="list-style-type: none"> • The Romans built towns in Britain that were similar to towns across the Roman Empire. Britons living in towns adopted a Roman lifestyle. • The Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain. 	<p>were also warriors who carried out frequent raids. Men and boys trained in boat building, weapon making, crafts and combat. They lived in longhouses, with a central fire and thatched roof.</p> <p>Ancient Civilisation</p> <ul style="list-style-type: none"> • The ancient Sumerians, ancient Egyptian's civilisation all developed next to rivers, which they used to provide water, transport and irrigation systems. They all made good use of the fertile land for growing crops. Each civilisation invented new things to advance their society. • The ancient Sumerians invented many things to make work easier and life more comfortable. They developed a type of writing, called cuneiform, and a numbering system to communicate and keep records. The ancient Sumerians also invented the wheel, the plough, astronomy, irrigation and beer. • The ancient Egyptians improved earlier innovations and invented many useful items to make life easier. They created clocks and calendars for telling the time. They made paper from the papyrus plants to record information. To help move water for their crops, they invented a shaduf, which used a lever mechanism to move a heavy bucket 	<p>They developed the Minoan Linear A script into Linear B and were the first people to speak the Greek language.</p> <ul style="list-style-type: none"> • In c1100 BC, the Minoan and Mycenaean civilisations collapsed and society began to decline. Greece entered its Dark Age. Many people left Greece and skills, including writing, were lost. The few remaining people lived in small family groups and reared livestock for food. They also began to mine iron to make spears and tools. Then, around 800 BC, Greece entered the Archaic period. • This was characterised by the re-emergence of society, government, art and architecture. A new alphabet was devised, the population grew, city states developed and the first Olympic Games were held. • During the Classical period, ancient Greece was a collection of city states, rather than one united country. Each city state, known as a polis, included a city and its surrounding villages, farms and land. Each city state had its own government and hierarchy, although they spoke the same language and followed the same religion. The design of each city was also similar. They all had a connection to the sea for trade and transport, outer walls for protection, a variety of buildings inside the city walls and an acropolis built on a hill. Despite similarities and trade links between the city states, they were often at 	<p>Women's Land Army or worked in factories. Rationing became normal, and people found ingenious ways to make food and clothing last longer.</p> <p>Revolution – Victorians</p> <ul style="list-style-type: none"> • Social change saw the rise of the suffrage movement, the struggle for women's right to vote. Working conditions and education also improved during the Victorian era. • When Queen Victoria first came to the throne most children did not go to school. However, during her reign, it became law that all children between 5 and 13 years old must attend school. There could be 70-80 children in a class. Lessons were very formal and teachers were strict. Children were sat in rows and recited their timetables or copied words or calculations from the blackboard onto a slate. Children from rich families were taught at home by a governess until the age of 10, when boys were sent away to boarding school. Girls continued to be taught at home. • There was a huge difference between the lives of the rich and poor in Victorian times. • Rich Victorians lived in large, comfortable houses with servants and children were looked after by a nanny. • Poor people often lived in cold, damp houses in areas called slums. Poor children were sent out to work because their family's needed money.
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					<p>of water from a low to higher level.</p> <ul style="list-style-type: none"> The Ancient Egyptians wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games. Ancient Egyptian poor people lived in a small, flat-roofed houses and did specialised jobs inside the city or worked on farms. 	<p>war with each other in a bid to gain power and land.</p> <ul style="list-style-type: none"> In ancient Greece, class and gender determined the roles people could play in society and at home. Only male citizens were allowed to vote and make decisions. Below them in society came men called metics, who were not citizens and lastly, slaves. Men worked as politicians, landowners, artists, architects, sculptors, scientists and scholars. Women were expected to run the home, bring up the children, supervise the slaves and make clothing. They were not allowed to own land, vote or take part in politics. Athenians created the world's first democratic political system where all males, citizens over 20 were expected to participate in political discussion and vote. 	<ul style="list-style-type: none"> Very poor people with no home and no money were sent to the workhouse, where they had to live and work in terrible conditions. The main punishments for serious crimes in Victorian times were hanging or transportation to Australia. Thieves or debtors who owed money were sent to prison. Many new prisons were built in the Victorian era to replace old prison ships called hulks. Crime prevention also improved at this time. The Industrial Revolution was a time of great progress when machine began to do the work that had been done by hand. Mills and factories full of new machines produced more goods than ever before. Coal was mined in vast quantities to feed the newly invented steam engines and people moved from small farming communities to large towns to find work. Many business owners were rich but workers suffered because the conditions were dirty and dangerous.
Vocabulary		Childhood, housewife, museum, Victorian, arithmetic, cane, dunce's cap, punishment, strict, hula hoop, skipping rope, hopscotch, skittles, games, drills, exercise.	Monument, plaque, statue, absolute power, feudal system, government, parliament, society, portrait, British Citizen, wealth, memorial, commemorative, activists, artists, scientists.	Bronze, stone circle, torc, aqueduct, hypocaust, Roman citizen, tools, weapons, roads, temple, public baths.	Danegeld, reeve, wattle and daub, nomadic, ziggurat, irrigation, farmers, ceorls, slaves, hierarchy, inventions, writing, food, wheel, plough, craftspeople.	Acropolis, architect, Athenian, citadel, city state, democracy, mathematician, Parthenon, philosopher, dark age, Archaic, architecture, citizens, metic, Olympic games.	Workhouse, factory, slums, Industrial Revolution, cause, air-raid, air-raid warden, blackout, evacuation, Battle of Bulge, blitz, D-Day, dig for victory, home front, trench, Anderson shelter, ration book, evacuee, post-war, rebuild, reparations.
Legacy	Big, Wide World <ul style="list-style-type: none"> Children know that you can find out information 	School Days <ul style="list-style-type: none"> Samuel Wilderspin was a teacher who is known as the founder of infant 	Movers and Shakers <ul style="list-style-type: none"> Emmeline Pankhurst stood up for women's rights. 	Through the Ages <ul style="list-style-type: none"> Skara Brae is a Neolithic settlement in the Orkney Islands, Scotland. It has 	Invasion <ul style="list-style-type: none"> Alfred the Great's grandson, Athelstan, was a successful Anglo-Saxon 	Off With Her Head <ul style="list-style-type: none"> The Church of England was started by Henry VIII. 	Britain at War <ul style="list-style-type: none"> After the Second World War, the Allied Powers split Germany into West and

	<p>from different sources e.g., internet, books.</p>	<p>education. He had enjoyed learning at home and looked forward to going to school. When he started school, he didn't like the strict teachers or the boring lessons. He believed that children should enjoy school and be happy. He invented the school playground so children could play outside.</p>	<ul style="list-style-type: none"> • Neil Armstrong was the first person to walk on the Moon. • Rosa Parks wanted black people to have the same rights as white people. • Christopher Columbus was the first European person to discover the Americas. • Significant people are still making big changes in the world today. <ul style="list-style-type: none"> ○ Malala Yousafzai ○ Greta Thunberg ○ Elon Musk ○ JK Rowling 	<p>well preserved, interconnected houses made of stone.</p> <ul style="list-style-type: none"> • Stonehenge is a stone circle in Wiltshire, England. It is made of stones from the local area and Wales. The stones line up with the Sun during midsummer and midwinter. • The Amesbury Archer was buried near Stonehenge with his tools, including arrowheads, a metalworking stone and some Bell Beaker pottery. <p>Emperors and Empires</p> <ul style="list-style-type: none"> • The Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain. • Londinium was founded near the River Thames cAD 50. It grew and became the capital of Roman Britain. • The Romans built towns in Britain that were similar to towns across the Roman Empire. • The emperor, Hadrian, ordered that a wall should be built along the frontier of Caledonia and Britannia in AD 122. Parts of Hadrian's Wall can still be seen in Northumberland today. 	<p>warrior. During his reign from AD 924–939, he defeated Welsh, Scottish, Celtic and Viking kings to become the first King of all England. England has been united since the reign of Athelstan.</p> <ul style="list-style-type: none"> • Monks like St Columba, St Aiden and St Augustine converted the Anglo-Saxon kings, and then their people, to Christianity. They also established churches and monasteries. • The Seven Anglo-Saxon kingdoms merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex. • Anglo-Saxons recorded a set of laws which were the first steps towards creating the legal system used in Britain today. <p>Ancient Civilisation</p> <ul style="list-style-type: none"> • The Ancient Sumerians developed a type of writing, called cuneiform, and a numbering system to communicate and keep records. The ancient Sumerians also invented the wheel, the plough, astronomy, irrigation and beer. • Ancient Egyptians created clocks and calendars for telling the time. They made paper from the papyrus plants to record information. 	<ul style="list-style-type: none"> • Hans Holbein painted many portraits of the royal family and the nobles. <p>Ground-breaking Greeks</p> <ul style="list-style-type: none"> • The world's first democratic system was created in Athenians in the fifth century BC. The system was designed to give the Athenian people a say over how their city was run. Today's democratic systems, although different from Athenians, follow the same principles and allow ordinary citizens to have a say in how their country is governed. • Socrates, Plato, Cleisthenes and Pericles were some of the greatest philosophers of their time, and their ideas are still influential today. Socrates' method of questioning and discussion, known as the 'Socratic method', is still used in schools and universities. The ancient Greeks also made hugely significant advances in mathematics and the ideas of mathematicians, such as Pythagoras and Archimedes, are still relevant today. • The Olympic Games were invented in ancient Greece. It was one of the greatest sporting and religious festivals of its time and drew in competitors and spectators from all parts of Greece. Today's Olympic Games share some of the same core values of excellence, respect and friendship that underpinned the original Olympic Games. • Arts and culture Theatre was an important tradition 	<p>East Germany.</p> <p>International agreements were signed to ban chemical weapons, torture and genocide. The Universal Declaration of Human Rights was approved, which still forms the basis of international human rights law. The welfare state and National Health Service were created in Britain. Many of the war's technological innovations were redeveloped for civilians.</p> <ul style="list-style-type: none"> • Remembrance is the act of remembering and honouring the people who died as a result of the conflict. The poppy is a symbol of remembrance after poppies grew in the Western Front battlefields. Memorials, monuments and war cemeteries all serve to remind us of the sacrifice made by millions of people. • VE day is celebrated on the 8th May 1945. • Anne Frank was Jewish child who hid in a secret annex with her family during the second world war to avoid antisemitism. She wrote a diary which her father published after she died. <p>Revolution – Victorians</p> <ul style="list-style-type: none"> • The first police force was formed in 1829 by Sir Robert Peel so the first officers became known as 'Bobbies' or 'Peelers' after him. • Laws to protect workers were passed during the Victorian era to make working conditions safer. • Lots of social change, innovation and creativity
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						<p>in ancient Greece. Over 40 plays have survived from the Classical period. Poetry was another source of entertainment and education. Epic Greek poems have provided information about historical and mythological events. Sculpture was an important part of ancient Greek art and their method of painting designs onto pottery was also distinct and inspired many other civilisations.</p>	<p>during the Victorian era. Many important and well-known people were working during this time:</p> <ul style="list-style-type: none"> ○ Dr Bernardo (founder of the Bernardo's charity for orphaned children) ○ Florence Nightingale (nurse and social reformer) ○ Charles Dickens (author) ○ Alexander Graham Bell (inventor of the telephone) ○ Elizabeth Fry (prison reformer) ○ Isambard Kingdom Brunel (engineer) ○ Lewis Carroll (author) ○ William Morris (designer)
Vocabulary		Arithmetic, invention, cane, dunce's cap, artefact, punishment.	Discover, invent, monument, plaque, protest, significant, statue, historical figure, Rosa Parks, Emmeline Pankhurst, Malala Yousafzai, Greta Thunberg, Elon Musk, J K Rowling, legacy.	Skara Brae, Stonehenge, Amesbury Archer, aqueducts, hypocausts, Hadrian's Wall, Cheddar man, stone circle.	Sanitation system, irrigation, Athelstan, numbering system.	Tower of London, democratic system, philosopher, Greeks, classical, arts. Culture, sculpture, Plato, Socrates.	Inventions, electric bulb, photography, penny black stamp, public flushing toilet, penny farthing, telephone, petrol moto car, pillar post box, allied powers.
Exploration	<p>Transport</p> <ul style="list-style-type: none"> ● Children know that you can find out information from different sources e.g., internet, books. ● Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. <p>Toy Treasures</p> <ul style="list-style-type: none"> ● Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. 		<p>Movers and Shakers</p> <ul style="list-style-type: none"> ● Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets. ● An explorer is a person who travels to places to find out what is there. ● Neil Armstrong was the first person to walk on the Moon. ● Christopher Columbus was the first European person to discover the Americas. 				<p>Frozen Kingdom</p> <ul style="list-style-type: none"> ● On 15th April 1912, the RMS Titanic sank in the Atlantic Ocean after hitting an iceberg. The ship was on its first voyage from Southampton, UK to New York, USA. The ship had been labelled 'unsinkable' and only carried enough lifeboats for half the number of people on board. Around 1500 of the 2224 passengers and crew died. ● Robert Falcon Scott or 'Scott of the Antarctic,' was a famous polar explorer. He went on two expeditions.

<ul style="list-style-type: none"> Children know that you can find out information from different sources e.g., internet, books. Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. <p>Pirates</p> <ul style="list-style-type: none"> Children know that you can find out information from different sources e.g., internet, books. Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Talk about key roles people have in society both in the present and past. 							
Vocabulary			Discover, significant, explorer, travel, Neil Armstrong, Christopher Columbus.				Expedition, explorer, RMS Titanic.
Empire				<p>Emperors and Empires</p> <ul style="list-style-type: none"> A group of countries ruled by a single person, government or country. The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200. Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753–509 BC) lead by a king. Next it was a republic 	<p>Invasion</p> <ul style="list-style-type: none"> After the Romans left Britannia in AD 410, many towns fell into disrepair and the country became vulnerable to attack. They returned to the life of the Iron Age. <p>Ancient Civilisations</p> <ul style="list-style-type: none"> A series of city states grew up in ancient Sumer. The city states were often at war with each other. A king or queen ruled each city and lived in a palace. King Lugalzaggisi united the city states of ancient 	<p>Ground-breaking Greeks</p> <ul style="list-style-type: none"> Alexander the Great (356–323 BC) was a military leader. He expanded Greece's territory to create the ancient world's largest empire. Ancient Greek lands were made up of the Greek mainland, surrounding islands and Greek colonies across the Mediterranean Sea. 	<p>Revolution – Victorians</p> <ul style="list-style-type: none"> During the Victorian reign, Britain became the most powerful country in the world. Its empire spread across the world, the population more than doubled and industry expanded.

				<p>(509–27 BC) led by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor.</p> <ul style="list-style-type: none"> An emperor is the male ruler of an empire. Roman emperors had absolute power. Some emperors, like Trajan (AD 53–117), used this power wisely. Other emperors, like Commodus (AD 161–192), were foolish and selfish. Roman Emperors include: Julius Caesar, Augustus, Claudius, Trajan, Hadrian and Constantine. 9 	<p>Sumer under one ruler, but then King Sargon, of the neighbouring kingdom of Akkad, conquered ancient Sumer. He forced everybody to speak the same language and crushed rebellions. Sumer became part of the Akkadian empire.</p>		
Vocabulary				<p>Empire, emperor, government, country, ancient Rome, ruler.</p>	<p>Rebellions, Akkadian empire.</p>	<p>Previous year groups. Alexander the Great.</p>	<p>Industry,</p>
Civilisation				<p>Through the Ages</p> <ul style="list-style-type: none"> The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed. Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time. Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased. Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music. <p>Emperors and Empires</p>	<p>Ancient Civilisations</p> <ul style="list-style-type: none"> A civilisation is a developed society. Civilisations share common features, including cities, inventions, water supplies, writing, leadership, nutrition, infrastructure, hierarchy, arts and culture, trade and religion. Ancient civilisations first appeared over 6000 years ago in, or near, a semi-circular area of land in the Middle East known as the Fertile Crescent. The climate, availability of water and variety of plants in the Fertile Crescent meant that nomadic hunter-gatherers could settle in one place and begin to farm for the first time Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and 	<p>Ground-breaking Greeks</p> <ul style="list-style-type: none"> The Minoan civilisation existed between c3000 BC and c1100 BC on the Greek island of Crete. At the civilisation's peak, around 10,000 people lived in 90 cities. As Europe's first developed civilisation, the Minoans lived in towns with roads, wells and a basic sewerage system. They were capable farmers and skilled craftspeople. Their architects oversaw the building of palaces. They were also skilled in making pottery. They traded goods, such as olive oil, pottery and cloth. The Minoans also used an early writing system known as Linear A. The Mycenaeans were excellent warriors. They invaded and settled in areas around the Mediterranean Sea and developed trade links with Egypt, Cyprus and many 	

				<ul style="list-style-type: none"> Roman inventions include roads, bridges, aqueducts, hypocaust and sewers. The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly. 	<p>water available in the Fertile Crescent.</p> <ul style="list-style-type: none"> Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains. The ancient Sumerians and ancient Egyptian's civilisation all developed next to rivers, which they used to provide water, transport and irrigation systems. They all made good use of the fertile land for growing crops. Each civilisation invented new things to advance their society. It is likely that these civilisations shared similarities because they coexisted for a period of time and were connected by trade. However, there were differences. Ancient Sumer and ancient Egypt grew and changed over time. After 2600 years the Sumerian civilisation disappeared due to climate change, natural disasters and invasions. 	<p>Greek islands. The Mycenaean chiefs lived in palaces within fortified hilltop citadels. The Mycenaean people were influenced by the Minoans. They developed the Minoan Linear A script into Linear B and were the first people to speak the Greek language.</p> <ul style="list-style-type: none"> In c1100 BC, the Minoan and Mycenaean civilisations collapsed and society began to decline. Greece entered its Dark Age. 	
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Vocabulary				Bronze, tools, weapons, inventions, ingenuity.	Civilisation, Fertile crescent, Indus Valley, Ancient Sumer, Ancient Egypt, Sumerian, Egyptian, culture, art, infrastructure, trade, climate change	Minoans, Previous year groups.	
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Historical Enquiry (Finding Out About the Past)

Skills	<ul style="list-style-type: none"> Children know that you can find out information from different sources e.g., internet, books. Children find out about key historical events and why and how we celebrate today? Remembrance Day and Christmas Day. 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life within or beyond living memory. Use a range of historical artefacts to find out about the past. Express an opinion about a historical source. 	<ul style="list-style-type: none"> Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint. 	<ul style="list-style-type: none"> Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. 	<ul style="list-style-type: none"> Identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. Compare and contrast two civilisations. 	<ul style="list-style-type: none"> Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments. 	<ul style="list-style-type: none"> Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias. Compare and contrast leadership, belief, lifestyle
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	<ul style="list-style-type: none"> Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change. Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community. Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. 		<ul style="list-style-type: none"> Describe what it was like to live in a different period. Use historical models to make judgements about significance and describe the impact of a significant historical individual. Describe the hierarchy of a past society. 	<ul style="list-style-type: none"> Explain the similarities and differences between two periods of history. Ask well composed historical questions about aspects of everyday life. Analyse a range of historical information to explain how a national or international event has impacted the locality. Explain the cause and effect of a significant historical event. Explain the cause, consequence and impact of invasion and settlement in Britain. 	<ul style="list-style-type: none"> Explain how artefacts provide evidence of everyday life in the past. Explain in detail the multiple causes and effects or significant events. Explain the cause, consequence and impact of invasion and settlement in Britain. Know that historical information can be presented at written texts, tables, diagrams, captions and lists. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. 	<ul style="list-style-type: none"> Compare and contrast an aspect of history across two or more periods studied. Study a feature of a past civilisation or society. Explore the validity of a range of historical reports and use books, technology, and other sources to check accuracy. Describe the significant, impact and legacy of power in ancient civilisations. Know that some primary sources may prove unreliable due to the creator's intentions. Know that some secondary sources may prove unreliable due to the creator's interpretations. Frame historically valid questions about continuity and change and construct informed responses. Explore and explain how religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. 	<ul style="list-style-type: none"> or significant events across a range of time periods. Think critically, weigh evidence, sift arguments, and present a perspective on an aspect of historical importance. Examine the decisions made by significant individuals, considering their options and making a summative judgment about their choices. Articulate the significance of a historical person, event, discovery or invention in British history. Evaluate the impact of war, oppression, conflict, rebellion on the everyday life of a past or ancient society.
Vocabulary	Information, books, videos, search, internet, history, past, celebrations, festivals, images, pictures, past, present, same, different, grow, change, key worker, job, help, helpful, community, police, fire service, doctor, dentist, people, places, time, compare, comparison.	Difference, evidence, similarity, comparison, change, observation, impact, first-hand account, artefact.	Dawson's model, criteria, monument, historical figure, debate, explore, negative, positive, question, rank, sequence, diamond ranking, historical model, artefact, evidence.	Argument, excavation, fact, primary source, proof, purpose, reliability, secondary source, cause/factor, assumption, analysis, consider, contrast, historian, consequence, enquiry, evaluate.	Analyse, connection, describe, enquire, investigate, similarity, difference, compare, contrast, evidence, source.	Account, perspective, balanced argument, theory, evidence, source, similarity, difference, compare, contrast.	Critical thinking, research, summary, evidence, reflect, articulate, present, impact.
Chronology							
Skills	<ul style="list-style-type: none"> Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Use the language of time when talking about past/present events in their own lives and in the lives of others including 	<ul style="list-style-type: none"> Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). 	<ul style="list-style-type: none"> Sequence significant information in chronological order. Use the historical terms year, decade and century. 	<ul style="list-style-type: none"> Use historical terms to describe different periods of time. Sequence dates and information from several historical periods on a timeline. Understand that dates and events can be sequence 	<ul style="list-style-type: none"> Sequence significant dates about events within a historical time period on historical timelines. 	<ul style="list-style-type: none"> Sequence and make connections between periods of world history on a timeline. Explain how everyday life in an ancient civilisation changed or continued during different periods. 	<ul style="list-style-type: none"> Articulate and present a clear, chronological world history narrative within and across historical periods studied.

	<p>people they have learnt about through books.</p> <ul style="list-style-type: none"> • Visually represent their own day on a simple timeline (correspond with 7 days of the week). • Talk about and understand changes in their own lifetime, by creating a personal timeline. • Recount an event, orally, pictorial and/or with captions. • Order experiences in relation to themselves and others, including stories. 	<ul style="list-style-type: none"> • Order information on a timeline. 		<p>on a timeline using AD or BC.</p>			
Vocabulary	<p>Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends, last week, yesterday, a long time ago, last year, before I was born, timeline, day, week, first, last, then, next, days of the week – names, changes, baby, toddler, child, teenager, adult, elderly, ages, event, special, what happened, after that, finally, story.</p>	<p>A long time ago, a year ago, beyond living memory, living memory, days ago, before, last month, tomorrow, weeks ago, many years ago, now, yesterday, today, next week, next year, past, present.</p>	<p>Timeline, criteria, century, year, in the past, chronological, over time, dates, decade, AD – anno Domini.</p>	<p>Prehistory, long term, short term, AD, BC, era, millennium, afterlife, BCE and CE, century,</p>	<p>Prehistory, long term, short term, AD, BC, Era, millennia, afterlife.</p>	<p>Previous year groups.</p>	<p>Previous year groups.</p>