

History—Programme of Study

The purpose of the POS is that by the end of KS2, children gain a coherent knowledge and understanding of Britain's past and understand significant aspects of the history of the wider world. We use an enquiry based, topic approach to explore the past and learn about key periods. We drive our topics with a key question that provides a purpose for learning. Our topic based, cross- curricular approach inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world.

Carefully selected skills and themes are chosen to best match each unit of knowledge and progress year on year. These include:

Chronological knowledge— We aim to ensure that children have a knowledge of broad developments and historical periods and a 'mental timeline' of the past so that they can place their learning in context. Children secure historical knowledge as coherent narratives so that they can discuss broader developments across the periods that they have studied.

Disciplinary skills— The ability to 'think like a historian' and understand how historians study the past and construct accounts.

- a. Cause and consequence
- b. Similarity and difference
- c. Change and continuity
- d. Evidence and how it can be used to make historical claims
- e. Interpretation to understand why there are contrasting arguments of the past

Children will use these historical enquiry skills to weigh evidence, make connections, draw contrasts, identify trends and frame historical questions.

Substantive concepts— To connect and evaluate historical knowledge and form historical perspectives.

- ⇒ civilisation, tribe, empire,
- ⇒ democracy, parliament, monarchy
- ⇒ Invasion, migration, settlement, trade

These abstract themes run throughout the units of learning. They are explicitly taught and used regularly in context and included on topic knowledge organisers. By carefully mapping these themes across the units and revisiting them, we will help children gain historical perspective by placing their growing knowledge into different contexts. Each time the children encounter a concept, their understanding of it becomes denser and more nuanced.

Substantive knowledge—Understand the critical factual information of events, people and dates.

Being able to recall substantive knowledge enables pupils to gain a picture of a historical period and support children's ability to 'think like an historian' and form perspectives. The substantive knowledge for each unit is provided on a knowledge organiser so that children can learn the essential facts for the topics studied.

To become better historians, children need to increasingly acquire substantive knowledge and concepts alongside applying the disciplinary skills involved in thinking like a historian.

Historical Enquiry and Assessment

We view historical enquiry as a sequenced, series of lessons which are held together by a key enquiry question. Teachers will build cumulative, substantive historical knowledge as the sequence of lessons progress. They will combine this with opportunities for children to apply disciplinary skills to enable children to gain a deep understanding of significant historical events and claims. This provides an ideal context for extending children's literacy in speaking and listening, reading and writing. Each lesson will involve children reading from a supporting text and opportunities are frequently planned for children to write history accounts during their literacy units of work.

At the end of the unit of work, pupils will be able to use this understanding to give a well reasoned, substantiated answer to the enquiry question.

The ability of a child to provide a well-reasoned and substantiated answer to the enquiry question:

- provides a means to assess the children's historical knowledge of the period of the topic and their disciplinary understanding
- assess the contribution the subject makes to the development of the child's cultural capital
- provides a means by which progress can be judged in terms of knowing more and remembering more.

In EYFS, Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Themes	It's good to be me		Let's celebrate	Our community	Down on the farm	The wider world	On the move
Possible leads for learning with links to history (These may be changed or adapted depending on cohort and children's inter-	Starting school All about me and families Bonfire Night Diwali Remembrance Day Christmas			Pancake day Farm trip Florence Nightingale Community occupation visitors Little Red Hen		Transport and vehicles Amelia Earhart St George's Day	
Learning Objectives (to be covered when appropriate throughout the year)	Talk about members of their immediate family and community.		Name and describe people who are familiar to them.	Comment on images of familiar situations in the past.		Compare and contrast characters from stories, including figures from the past.	
Overview (Substantive Knowledge)	- During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. - Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, Show children how there are many different families. Children begin to have a very basic understanding of the passage of time. Introduce the concept of a timeline and sequence photos of children/yourself in different phases of life so far. Children consider How have I changed since I was a baby?	- Children will learn about historical celebrations such as Diwali, Remembrance Day, Christmas and Bonfire Night. They will explore new foods, stories and traditions. - Talk about people that the children may have come across within their community, such as the police, the fire service, doctors, nurses and teachers. Listen to what children say about their own experiences with people who are familiar to them. Look at the significant individual Florence Nightingale and compare jobs and nursing from the past to the present.	Offer hands-on experiences making bread and comparing bread making in the past and present learning the story the 'Little Red Hen.' - The children begin to grasp a very basic understanding of life in the past and begin to ask simple questions about an artefact or historical object. - At a very basic level, children are able to describe things from the past and to say how some things were used.		- Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. - Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born - linked to Amelia Earhart and Transport. - Show images of familiar situations in the past, such as transport. Introduce the children to Amelia Earhart. Look at photos and use these as an historical source - what can we learn about their aircraft / lives from these images?		
Disciplinary Skills	- I can talk about how I have changed from being a baby gradually into myself today. - I can talk about any changes in my life—e.g moving house, new sibling. - I can recall and discuss key events in my life so far e.g. getting a pet, special party	- I can identify an event that happened in the past. - I can recall who Florence Nightingale was and her job.	I know about similarities and differences between past and present from photographs, artefacts or objects.		- I can talk about and describe transport vehicles today and those used in the past. - I can talk about Amelia Earhart and talk about the chronology of her life.		
Vocabulary	Old, new, past, ago, family tree, then, before, now, next, soon.						

Year 1

In Year 1, children are taught to identify changes within memory and begin to explore our local history. Parents and grandparents are invited into the classroom to give a first hand account of how it was different in the living past. As they become more familiar with living memory, they will begin to investigate events beyond living memory, to develop a growing sense of chronology and awareness of time and changes over time. This links with national celebrations beyond living memory that are significant nationally and globally with festivals like Remembrance Day and Bonfire Night. They will visit St. Nicholas Church and begin to learn about its history.

Unit	North Bradley then and now	Gunpowder Plot
Enquiry question	What was North Bradley like for my grandparents?	Why should Guy Fawkes and the gunpowder plot never be forgotten?
National Curriculum	Develop an awareness of the past, through finding out about changes within living memory. (Local History)	Develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements
(Substantive knowledge) Also see KO	Children will know: - that settlement is a place where people live and work - that democracy is within North Bradley Parish Council - a simple history of St Nicholas church - how North Bradley has changed from when their grandparents were their age.	Children will know: - that King James 1 was a monarch and King of England and Scotland - what Parliament is - who Guy Fawkes was and why he is famous - why we celebrate Bonfire night
Historical and Disciplinary skills	Children will be able to: Chronology —sequence events in their life. Match objects to people of different ages. Chronology —sequence artefacts in time order Similarity and difference —recognise the difference between past and present in their own and others lives Similarity and difference —recognise some similarities and differences between objects from the past and objects from today. Interpretation —compare adults talking about the past. How reliable are their memories? Interpretation —know how to look at an object/artefact from the past and notice what aspects of that object show it is old	Children will be able to: Similarity and difference —draw parallels with today and talk about things that are similar and things that are different? Cause and consequence —question why things happen and give explanations Evidence —know and recount episodes from stories about the past Evidence —ask simple knowledge based questions Interpretation —use stories to distinguish between fact and fiction
Substantive themes	Introduce concept of settlement—a place where people live and work Introduce the idea of democracy—North Bradley Parish council – (lowest tier of local government) – What do the Parish council decide?	Introduce the concept of monarchy and parliament—Who ruled?
Vocabulary	Settlement, democracy , order, young, days, weeks, months, change, today, history , person, similar, different	Monarchy, Parliament, gunpowder, plot,

Unit		North Bradley then and now		Gunpowder Plot	
Previous and Future links	EYFS—Talk about members of their immediate family and community, Name and describe people who are familiar to them. Yr 2—Victorian Schools Yr 3—Stone Age settlements in Wiltshire Yr 4—Ancient Egyptian settlements and Roman settlements Yr 5—Scots, Anglo Saxons and Vikings settlements Yr 5—Mayan settlements			Yr 2—Monarchy—Queen Victoria Yr 4—Ancient Egypt—Are pharaohs and kings the same thing? Romans—Dictatorship – Roman Empire – What is the difference between a dictatorship and democracy? Yr 4—Ancient Greeks—Did the Greeks invent government? Yr 5—Vikings—Saxon and Viking laws and justice Yr 6—Crime and Punishment—Guy Fawkes, Monarchy and Parliament	
Resources	- Maps of North Bradley past and present - Old photographs of North Bradley and the school - Children’s grandparents - archived information about the school - St Nicholas Church			- UK Parliament—Gunpowder plot—(https://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/the-gunpowder-plot-of-1605/) - Why do we remember? Guy Fawkes and The Gun Powder Plot—Izzi Howell - Guy Fawkes and the Gunpowder Plot by Kate Cunningham - BBC KS1 History—The Gunpowder Plot - (https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-gunpowder-plot-home/zsb7wnb)	
Unit					
Remembrance					
Enquiry question	Why is it important to remember Remembrance Day ?			Substantive themes	Invasion
National Curriculum	Develop an awareness of events beyond living memory that are significant nationally or globally.			Vocabulary	Invasion, Remembrance, poppy, war memorial, wreath, British Legion, sacrifice, artefacts
(Substantive knowledge) Also see KO	Children will know: - that WW1 took place between 1914 and 1918 - that many countries were involved in WW1 - why poppies were chosen as a symbol of remembrance - who we remember on Remembrance Day and why - the date of Remembrance Day and why it was chosen			Previous and Future links	Y4—Roman invasion of Britain Yr 5— Anglo Saxons and Scots invasion Yr 5—Vikings invasion Yr 5– Spanish invasion of Mayans
Historical and Disciplinary skills	Children will be able to: Chronology – sequence events and two or three related objects in time order. Cause and consequence —question why things happen and give explanations Evidence —ask simple knowledge based questions Evidence —look at simple artefacts and pictures to ask questions about the past			Resources	Picture book—Where the poppies now grow—by Hilary Robinson and Martin Impey Picture book -Where the Poppy Blooms by Hilary Robinson Picture book—Stubby: a true story of friendship by Michael Foreman https://www.britishlegion.org.uk/get-involved/remembrance/teaching-remembrance/ks1-lesson-plans https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/remembrance-day/

Year 2

As children progress into Year 2, they will begin to investigate events beyond living memory. They will continue to develop a knowledge of our rich local history by looking at the history of our own school. They will focus on the Victorian Period and understand why children worked and how many of their lives were made better by going to school. They will learn about Queen Victoria and why she was an important monarch.

Unit			Victorians		
Enquiry question	Who was Queen Victoria? (mini topic)		What was it like to be a child worker in Victorian Britain?		
National Curriculum	Significant historical people		Significant historical events, people and places in their own locality.		
Overview (Substantive knowledge) Also see KO	Children will know: - when the Victorian era was and why it was called this. - who Queen Victoria was - Some reasons why she was an important monarch.		Children will know: - that many Victorian children from poor families had to work to earn a living. - that more people settled in Trowbridge as the woollen trade grew. - what conditions were like for children working in a factory. - what conditions were like for children working down a coal mine. - what conditions were like for children working up a chimney.		
Historical and Disciplinary skills	Children will be able to: Chronology —Place the Victorian Era on a timeline in relation to today. Similarity and difference —use what they have learned to describe differences between then and now Interpretation —ask questions to help them comprehend events, people and places from the past.		Children will be able to: Similarity and difference —use what they have learned to describe differences between then and now Evidence — use evidence to explain reasons why people in the past acted as they did. Interpretation —compare 2 versions of a past event Interpretation —ask questions to help them comprehend events, people and places from the past.		
Substantive themes	Introduce the concept of Empire—(British Empire) Develop the concept of monarchy		Introduce the concept of migration—How did the woollen industry affect migration? Introduce the concept of trade—Woollen industry trade Develop the concept of Settlement—Trowbridge—a place where people live and work		
Vocabulary	Empire, nation, reign, timeline, significant, monarchy		artefacts, changes, source, , historical, similarities, differences , Industrial revolution, trade, migration, settle-ment		

Unit	Victorians		
Previous and Future links	EYS—monarchy—King Charles Yr 1—monarchy —James 1 Yr 4—Ancient Egypt—Are pharaohs and kings/Queens the same thing?	Link to study of North Bradley in Yr 1 and Geography topic on Trowbridge Woollen industry (Yr 2 Term 1) Yr 3—Stone Age settlements in Wiltshire Yr 4—Ancient Egyptian settlements and trade Yr 4—Roman settlements and migration Yr 5—Scots, Anglo Saxons and Vikings settlements, trade and migration Yr 5—Mayans settlement and trade	
Resources	Queen Victoria—https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk Picture book—Victoria: One Young Queen" by Daisy Goodwin Non—fiction Queen Victoria (Famous People, Great Events) by Harriet Castor	A day in the life of a Victorian child - https://vimeo.com/27817973 The Grusome Truth About: The Victorians, by Matt Buckingham	

Unit	Victoians		
Enquiry question	Would you rather work or be at school in the Victorian times?	Substantive themes	Develop concepts of monarchy and power—Victorians Local change—Our school
National Curriculum	Significant historical events, people and places in their own locality (Local history study)	Vocabulary	workhouse, slate, dunces hat, cane, act
(Substantive knowledge) Also see KO	Children will know: - how Lord Shaftsbury made lives for children better through the factory and Coal mine acts - how Dr Barnardo helped poor children. - In 1893, the law changed to allow all children to go to school for free. - what Victorian schools were like through examining our own school’ s Victorian history	Previous and Future links	Yr 1—Guy Fawkes—James 1 monarchy Link back to learning in Term 2 Yr 4—Roman Empire and Ancient Egyptian Empire Yr 5—Viking Empire and Ancient Greek Empire Yr 6—Crime and Punishment—(Victorian period—whipping boys)
Historical and Disciplinary skills	Children will be able to: Chronology— sequence 3 or more people, events or objects in order using a given time scale. Similarity and difference— use what they have learned to describe differences between then and now Cause and consequence— recognise why people did things, why events happened and what happened as a result Evidence—use different historical sources/ artefacts about the same person/event/ period to improve their understanding. Interpretation—discuss reliability of photos/ accounts/stories	Resources	You Wouldn’t Want to be a Victorian Child by John Malam Victorian Schools by Nick Hunter Visit to Sevington Victorian School

Year 3

In Year 3, children will learn about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. These periods of history will be studied in a broad, chronological order to help support children's understanding of the sequence of events and trends over time. A visit to Stonehenge will help children understand its historical and archaeological significance and Bronze Age ceremonial practices.

Unit Changes in Britain from the Stone Age to the Iron Age 		
Enquiry question	What was life like in the Stone Age? (local history study)	How did life change in the Bronze Age and Iron Age?
National Curriculum	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age
Overview (Substantive knowledge) Also see KO	Children will know: - that timelines can be divided into AD and BC. - why this period of history is called The Stone Age. - that the Neolithic period marks the beginning of human civilisation. - how farming developed and how this was one of the biggest changes in human history. - which major monuments and barrows were built in Wiltshire during the Stone Age and why they were built—including Stonehenge.	Children will know: - why it is called the Bronze Age and when it occurred. - how migration led to metalworking skills being developed. - why bronze had such a major impact on life at the time. - why it is called the Iron Age and when it occurred. - how the use of iron led to more conflicts between different tribes - what the biggest changes in the Iron Age were.
Historical and Disciplinary skills	Children will be able to: Chronology—use dates and terms related to the Stone Age periods and passing of time. Place on a time line. Similarity and difference—compare the lives of people from the Stone Age period to our own and identify differences Cause and consequence—identify and give reasons for historical events, situations and changes Evidence - weigh up the evidence to answer the enquiry question. Interpreting—discuss reliability of sources and artefacts linked to the scarcity of primary sources.	Children will be able to: Chronology—use dates and terms related to the 3 periods and passing of time. Place on a time line. Similarity and difference—compare two versions of the same event and know how to identify the differences in the accounts Evidence—know which source of evidence from a selection provided will be the best to help them answer a question about the past Interpreting—identify and give reasons for different ways in which the past is represented Interpreting—distinguish between different sources - compare different versions of the same story
Substantive themes	Develop understanding of settlement. Introduce the concept of civilisation—was Britain a civilisation at this time?	Introduce concept of tribe and tribal kingdoms. Develop trade Develop migration—metalworking skills came from people migrating from Europe to Britain.

Unit		
Changes in Britain from the Stone Age to the Iron Age		
Vocabulary	Civilisation , BC, AD, century , Prehistoric , Stone Age , chronology , hunter gatherer , agriculture, roundhouse, wattle, daub, Stonehenge, Nomadic, Palaeolithic, Mesolithic, Neolithic, settlement,	Beaker people , Tribe , Trade , Bronze Age , Iron Age , Celts , archaeologist, hill forts
Previous knowledge learnt/ Future links	At the same time, in Egypt, the Egyptian civilisation were constructing pyramids in the Neolithic period. (Yr 4 Compare the Stone Age with the Egyptians) Yr 5—How different were the Maya to other ‘Stone Age’ civilisations? - (Yr 5 compare Mayans to Stone Age and Egyptians)	Yr 4—evidence that links to the causes behind the Roman Invasion of Britain The tribes in our areas of Wiltshire—(Durotriges) - Did they support or resist the Romans?
Resources	Storybook—Stone Age Boy by Satoshi Kitamura Ug - Boy Genius of the Stone Age by Raymond Briggs The Boy with the Bronze Axe by Kathleen Fidler The secrets of Stonehenge by Mick Manning How people made the earliest flint tools -YouTube clip http://www.bbc.co.uk/history/ancient/british_prehistory/ Information about Stonehenge from english-heritage.org.uk https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-new-stone-age-animation/zjh2t39 Series of timelines of prehistoric Britain with commentary from schoolprehistory.co.uk Resources on different periods in prehistory from schoolprehistory.co.uk	Picture book—Pre-historic Britain by Alex Frith Non—fiction book—You Wouldn't Want to Be an Iron Age Celt! by Jacqueline Morley https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-bronze-age-britain/znrygwx https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-iron-age-britain-animation/z42d7nb Who's afraid of the big bad Bronze Age? https://www.history.org.uk/primary/resource/8685/whos-afraid-of-the-big-bad-bronze-age What was so special about copper and tin? https://www.history.org.uk/primary/resource/9637/the-bronze-age-what-was-so-special-about-copper-a Bronze Age homes and domestic life: https://historicengland.org.uk/whats-new/news/bronze-age-domestic-life-revealed/ Bronze Age Britain https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt Life in an Iron age village https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn Making life better in Iron Age Britain https://www.history.org.uk/primary/resource/9700/turning-technology-making-life-better-in-iron-age

Year 3

In Year 3, children will learn about the changes that happened in Britain from the Stone Age, through the Bronze age to the Iron Age. These periods of history will be studied in a broad, chronological order to help support children's understanding of the sequence of events and trends over time. A visit to Stonehenge will help children understand its historical and archaeological significance and Bronze Age ceremonial practices.

Unit Changes in Britain from the Stone Age to the Iron Age 		
Enquiry question	Which is more civilised - Stone Age, Bronze Age or Iron Age?	Vocabulary archaeologist, decade, civilised
National Curriculum	Changes in Britain from the Stone Age to the Iron Age	Previous knowledge learnt/ Future links At the same time, in Egypt, the Egyptian civilisation were constructing pyramids in the Neolithic period. (Yr 4 Compare the Stone Age with the Egyptians) Yr 4—evidence that links to the causes behind the Roman Invasion of Britain Yr 5—How different were the Maya to other 'Stone Age' civilisations? - (Yr 5 compare Mayans to Stone Age and Egyptians)
Overview (Substantive knowledge) Also see KO	Children will know: - which historical era is the most civilised. - which had the biggest impact –Stone, Bronze or Iron?	Resources
Historical and Disciplinary skills	Children will be able to: Chronology—use dates and terms related to the three periods and passing of time. Place on a time line. Similarity and difference— compare lives of people from the 3 periods to our own and identify differences. Change and continuity—Describe and begin to make links between main events, situations and changes within across different periods. Cause and consequence—identify and give reasons for historical events, situations and changes.	

Year 4

In Year 4, Children will learn about the Roman Empire and its impact on Britain both in the short term and to the present day. They will visit the Roman Baths in Bath to gain a perspective of what life was like. In addition to the focus on British history, the children will study and compare the achievements, beliefs and legacy of one of the earliest civilisations –Ancient Egypt and begin to compare it to Britain during the same period of time.

Unit	The Roman Empire and its impact on Britain BC 55—AD 60 Invasion/ Settlement and Resistance in Britain	The achievements of the earliest civilisations—an overview of where and when the first civilisations appeared - Ancient Egypt
Enquiry question	How did the Roman invasion of Britain affect those living here?	What made the Ancient Egyptian civilisation a World Power?
National Curriculum	The Roman Empire and its impact on Britain	The achievements of the earliest civilisations—an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt
Overview (Substantive knowledge) Also see KO	Children will know: • who the Romans were and the extent of their Empire • why Julius Caesar failed to invade Britain twice in 55BC and 54BC and why Claudius was successful in 43AD • why the Roman army was so successful. • Some things that the Romans introduced to Britain like –the first towns, roads and Latin. • why Hadrian's wall was built and who Boudicca was and why we remember her • reasons why the Roman Empire eventually fell and what they left behind.	Children will know: • why the Nile was so important to the Ancient Egyptians • why Hatshepsut send an expedition to Punt • who built the Great Pyramid at Giza and why • who the most powerful pharaohs were and why • how the civilisation of Egypt ended • how the Ancient Egyptians compare to the Bronze and Iron Age in Britain
Historical and Disciplinary skills	Children will be able to: Chronology —develop a sense of timescale and chronology through placing the Roman Empire on a timeline alongside other periods of history studied. Similarities and differences —compare lives of people from the distant past to our own and explain why there are differences Cause and consequence —create a narrative, outlining the causes of the Roman Invasion/ leaving and its consequences Evidence —understand how knowledge of the past is constructed from a range of sources and use these to construct an account of a past event Interpretation —begin to evaluate the usefulness of different sources	Children will be able to: Chronology — use dates to place events, artefacts and historical figures on a time line. Similarities and differences —compare two or more versions of the same event and know how to identify differences and suggest reasons why accounts of history can be inconsistent . Similarities and differences —give a similarity and difference of a non—European Ancient civilisation with Britain during the same period of time. Change and Continuity —identify connections, contrasts and trends over time—Bronze and Iron Age Evidence —know the difference between primary and secondary sources of evidence and know how to use a variety of them to find out about the past Interpretation —weigh the potential for bias in historical evidence in order to interpret the past and make a valid historical claim.
Substantive themes	Develop the understanding of empire, invasion, tribes, migration and settlement—including where they came from	Develop understanding of empire, civilisation, trade

Unit	The Roman Empire and its impact on Britain BC 55—AD 60 Invasion/ Settlement and Resistance in Britain	The achievements of the earliest civilisations—an overview of where and when the first civilisations appeared - Ancient Egypt
Vocabulary	empire, invasion, tribes, migration, settlement —millennium, Romans, emperor, conquer , primary historical source, secondary historical source, latin, analyse, analytical	Afterlife , akhet, ancient, civilisation , Egyptians, pyramids, death mask, dynasty, empire, pharaoh , trade
Previous and Future links	Yr 3—Recap with the children (from Yr 3) how Celtic tribes lived during the Iron Age. What changed when the Romans arrived? Yr 3 Tell the narrative of who the Iceni tribe were to link with Boudicca against the Roman Army. Yr 3 Consider the tribes in our area of Wiltshire (Durotriges) – what can you find out about them? Did they support the Romans or try to resist them? Yr 5—Without the Romans defending Britain, the Anglo-Saxons invaded England.	Yr 3—Stone Age to compare with the Egyptians—To place the Ancient Egyptians on a timeline of other ancient civilisations & British history- What was the same? What was different?
Resources	Story books Queen of Darkness by Tony Bradman	Story books The boy who stole the pharaohs lunch by Karen McCombie and Anneli Bray

Year 4

In addition to this focus on British history, children will study the achievements, beliefs and legacy of one of the earliest civilisations—The Ancient Greeks

Unit Ancient Greeks— What was their legacy?		Previous and Future links	Yr 3— Yr 4—Roman civilisation and Ancient Egyptian civilisation Yr 5—Viking Empire
Enquiry question	How did the Ancient Greeks influence our World today?		
National Curriculum	A study of Greek life and achievements and their influence on the western World	Resources	British Museum— https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece BBC— https://www.bbc.co.uk/bitesize/topics/z87tn39 Judith Swaddling’s Ancient Olympic 5-day programme (available free in PDF format) to make comparisons with their own. https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/classroom-resource-olympic-games BBC Teach— https://www.bbc.co.uk/teach/class-clips-video/ks2-history-ancient-greece-index-once-upon-a-time-in-ancient-greece/zqbw7yc The Olympic museum— https://stillmed.olympic.org/media/Document%20Library/Museum/Visit/TOM-Schools/Teaching-Resources/The-Olympic-Games-in-Antiquity/The-Olympic-Games-in-Antiquity-EN.pdf#_ga=2.214219935.927976426.1556741600-1339559049.1556741600 Books The Corinthian Girl by Christina Balit So you think you’ve got it bad? A kid’s life in Ancient Greece by Chae Strathie and Marisa Morea
Overview (Substantive knowledge) Also see KO	Children will know: - what made the Ancient Greeks a civilisation - how the Ancient Greeks were governed and introduced democracy and the similarities with how we are governed today - the similarities between our school and schools in Ancient Greece - what we can learn from our language about Ancient Greece - how the Olympic Games have changed since they were first held in Ancient Greece		
Historical and Disciplinary skills	Children will be able to: Chronology —know how to calculate the difference in time (in years) between events/dates. Similarity and difference — compare different aspects of life of different people – differences between men and women Change and continuity —compare an aspect of life with the same aspect in another period Evidence —construct informed responses by using both primary and secondary sources Interpretation —compare accounts of events from different sources		
Substantive themes	Civilisation—What made Ancient Greece a civilisation? Develop the understanding of ruling power, monarchy and democracy		
Vocabulary	Legacy , influence, Athens, Sparta , Corinth , Olympia, Pnyx, Parthenon , Acropolis , Olympics, stadion, philosophers , thinkers, scholars, reliability, reliable, evaluate, represent, consequences		

Year 5

Year 5 begin with an investigation of Britain's settlement by the Anglo Saxons and Scots. The study of the different periods in the ancient age will culminate in Year 5 with a study of the Viking and Anglo Saxons struggle for the Kingdom of England to the time of Edward the Confessor. In addition to this focus on British history, children will study the achievements, beliefs and legacy of one of the earliest civilisations—The Ancient Greeks

Unit	Britain's settlement by Anglo Saxons and Scots	The Viking and Anglo Saxon Struggle for the Kingdom of England
Enquiry question	Who were the Anglo Saxons and Scots and why did they come to Britain and settle?	Who was the most successful? Anglo Saxons or Vikings?
National Curriculum	Britain's settlement by Anglo Saxons and Scots	The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor
Overview (Substantive knowledge) Also see KO	Children will know: - how the Roman withdrawal contributed to Anglo-Saxon settlement. - where the Anglo-Saxons and Scots came from and why they settled in Britain. - what Anglo-Saxon life was like for all groups of people. - different accounts of the Anglo-Saxon settlement from different perspectives, explaining some of the reasons why the accounts may differ. - how Britain changed with the Anglo-Saxon settlement.	Children will know: - where the Vikings came from - why the Vikings came to Britain - some differences between Anglo-Saxons, Vikings and Scots - some challenges the Anglo-Saxons and Vikings faced and how they tried to overcome them? - some ways in which Anglo Saxons and Vikings both got on with each other and were also in conflict. - that by 1016, England had become a unified country under the control of a single Viking king.
Historical and Disciplinary skills	Children will be able to: Chronology — sequence events to understand chronology and duration of key events in British history since the Iron Age. Cause and consequence — create a narrative outlining the causes of Anglo Saxons and Scots invading Britain and its consequences Similarity and difference: compare the role of different groups and sections of the population Interpretation —weigh evidence, consider its limitations and reliability and offer reasons for different versions of events Evidence —use a variety of sources to collect and infer information about the past and say whether the sources are primary or secondary.	Children will be able to: Chronology — sequence events to understand chronology and duration of key events leading to 1066 Similarity and difference —give differences in reasons for migration between Saxons and Vikings and between these societies and today Change and continuity —form an understanding of the changing, oscillating relationship between the Anglo Saxons and Vikings Change and continuity —form an understanding of how periods of continuity were secured Interpretation —weigh evidence, consider its limitations and reliability and offer reasons for different versions of events
Substantive themes	Develop concepts of invasion, tribes, settlement and migration including where they came from.	Develop concepts of invasion, settlement, trade and migration, Develop the understanding of ruling power, military power, monarchy,

Unit	Britain's settlement by Anglo Saxons and Scots	The Viking and Anglo Saxon Struggle for the Kingdom of England
Vocabulary	Invasion, Settlement, Migration, tribes , Saxon, Saxony, warrior chief, fortress, weregild , blood-feud, tribes, Alfred the Great, burhs, Witan , Beowulf, Grendel, monasteries, monks, Kingdom,	era, raid, runes, Vikings, outlaws, Holmgang, Thing meeting , jarls , karls , thralls , longboat, pagan , knorrs, Scandinavia, Danes, Danelaw, Danegeld , Jorvik, Norse, longhouse, berserkers , long swords
Previous knowledge learnt	The Stone Age was when early humans used tools from stone. This lasted until the Bronze Age. The Bronze Age began when settlers arrived from Europe to Britain. These settlers brought with them ways of making tools from metal (bronze). The Iron Age lasted from 800 BC till the Roman invasion (AD 43) - this was when people used tools made from iron. In AD 43, the Romans under the order of Emperor Claudius, first invaded Britain and Roman rule lasted until AD 410.	(Recap of the learning from the Anglo Saxon and Scots unit of learning) The Anglo-Saxon age in Britain was from around AD410 to 1066. They were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain. Reinforce the concept of empire—the Viking empire—future link to Normans
Resources	https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-anglo-saxon-britain/zdh2t39 Maps of Anglo Saxon England and Northern Europe Images and artefacts including—Bede and the Anglo-Saxon Chronicle, archaeology such as Sutton Hoo, or Staffordshire Hoard, coins, myths and legends such as Hengist and Horsa, King Arthur and Beowulf and Anglo Saxon riddles Story book—King Arthur and the knight of the Round Table—Marcia Williams	https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-vikings-animation/zhrygwx Maps of Viking Scandinavia stories of Viking raids, e.g. Lindisfarne Story of St Augustine Story book—The Dragon's Hoard: Stories from the Viking Sagas by Lari Dan and Cate James

Year 5

The Mayan study will see the children revisiting other Stone Age civilisations to make a comparison.

Unit Mayans			
Enquiry question	How different were the Maya to other ‘Stone Age’ civilisations?	Substantive themes	Consolidate—civilisation and trade Consolidate the concept of empire - expand this concept beyond Europe
National Curriculum	A non-European society that provides contrasts with British history	Vocabulary	Civilisation, trade ,archaeologist, Chichen Itza , plausible, codex, deities, hierarchy, indigenous , Mesoamerica, polytheists
(Substantive knowledge) Also see KO	Children will know: - that other Stone Age civilisations (Egyptians, Greeks, Bronze Age) were occurring at the same time. - where and when the Maya lived - how similar and how different, Mayan, Greek and Egyptian writing was and how this made them civilised - how the Maya told the time - who had the power in Maya society - how similar and how different they are to Stone Age Britain	Previous and Future links	How was the Maya civilised? Comparison with other civilisations—Yr 3 -Bronze Age, Yr 4—Egyptians and Yr 4 -Greeks.
Historical and Disciplinary skills	Children will be able to: Similarities and differences—compare and contrast characteristic features of two major settlements in different continents in the same era. Cause and consequence— explain how an event from the past has shaped our life today. Evidence—suggest omissions and the means of finding out Evidence—use a range of sources to help reason, draw conclusions and form own opinions as to which civilisation was the more advanced Interpretation—consider ways of checking the accuracy of interpretations	Resources	Books History in Infographics—The Mayans Rain Player by David Wisniewski

Year 6

In Year 6, children will begin by exploring one of humanities greatest ethical dilemma's: what constitutes a crime and how should it be punished? This thematic study will allow children to visit the Anglo Saxons, Tudor, Stuart and Victorian periods, as well as learning about key figures to help them make connections and draw conclusions.

Unit Crime and Punishment—Changes from the Anglo Saxons to the present day			
Enquiry question	How have crime and punishments changed over time?	Substantive themes	Consolidate: monarchy, democracy and migration
National Curriculum	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	Vocabulary	monarchy, democracy and migration, court , crime, deterrent, guilty, hue and cry, tithing, consequences, propaganda , Normans, Tudors, Stuarts, capital punishment, community service, treason, heresy , retribution
Overview (Substantive knowledge) Also see KO	Children will know: - that there were no laws in Stone Age and Iron Age Britain - the significance of the Magna Carta in relation to the concept of democracy - the key differences between a medieval monarch and a modern-day leader - how the Norman’s changed the way people were punished - how the Medieval times moved towards a more central control over law and order - how religion impacted on Tudor laws - which aspects of crime stayed the same and which changed during the Stuarts - what new crimes became common due to changes in society during the Victorians - the different ways we have to detect modern crimes	Previous and Future links	Yr 1—Introduction to Guy Fawkes and his crimes Yr 2—Introduction to the Victorian age Yr 3—No laws in Stone Age and Iron Age
Historical and disciplinary skills	Children will be able to: Chronology—know how to draw/create timelines to place events, periods and cultural movements from around the world. Identify significant changes within and across historical periods studied. Similarities and differences—compare and analyse behaviour and beliefs across different periods of history Change and Continuity—identify and explain change and continuity within and across periods between 1066—today Change and Continuity– identify changes within and across different periods and say how they might affect history in the future. Cause and consequence—analyse / explain reasons for, and results of, historical events, situations, changes Evidence—Create relevant, structured and evidentially supported accounts interpreting—Identify connections and trends within and across the time periods	Resources	Tudor religion— http://www.primaryhomeworkhelp.co.uk/tudors/religion.htm Books Dick Turpin– Legends and Lies by Terry Dreary The Adventures of Robin Hood by Marcia Williams The secret diary of Kitty Cask—Smugglers daughter by Philip Ardagh

Disciplinary skills– The ability to ‘think like a historian’ and understand how historians study the past and construct accounts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Sequence events in their life Match objects to people of different ages Sequence 2 or 3 events or artefacts in time order	Sequence 3 or more people, events or objects in order using a given time scale. Place the Victorian Era on a timeline in relation to today.	Place the 3 periods of time studied on a time line. Use dates and terms related to the three periods and passing of time. Know that timelines can be divided into AD and BC Sequence several events or artefacts.	Place the Roman Empire periods studied on a timeline alongside other periods of history studied. Know how to divide history into centuries: 21 st century, 20 th century, 19 th century... Know how to use timelines to place events in order within and across different time periods.	Know how to use timelines to place and sequence events within and across time periods studied up to 1066, spacing them out to indicate understanding of lengths of time between events. Know how to calculate the difference in time (in years) between events/dates.	Know how to draw/create timelines to place events, periods and cultural movements from around the world. Know the date of any significant past event studied and can place it on a timeline.
Similarities and difference	Recognise the difference between past and present in their own and others lives Recognise some similarities and differences between objects from the past and objects from today	Know how to use what they have learned to describe differences between then and now	Compare lives of people from the distant past to our own and identify differences Know two versions of the same event and know how to identify the differences in the accounts	Give a similarity and difference of a non—European Ancient civilisation with Britain during the same period of time. Know two or more versions of the same event and know how to identify differences and suggest reasons why accounts of history can be inconsistent.	Compare different aspects of life of different people – differences between men and women Differences in reasons for migration between Saxons and Vikings and between these societies and today	Compare and analyse behaviour and beliefs across different periods of history Compare and contrast characteristic features of two major settlements in different continents in the same era.
Change and continuity	Look closely at similarities, differences and change	Identify similarities / differences between ways of life at different times	Describe and begin to make links between main events, situations and changes within and across different periods and societies	Identify connections, contrasts and trends over time	Compare an aspect of life with the same aspect in another period Form an understanding of how periods of continuity were secured	Identify and explain change and continuity within and across periods between 1066—today Identify changes within and across different periods and say how they might affect history in the future.
Cause and consequence	Question why things happen and give explanations .	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for historical events, situations and changes	Begin to offer explanations about why people in the past acted as they did	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes. Explain how an event from the past has shaped our life today.

Disciplinary skills– The ability to ‘think like a historian’ and understand how historians study the past and construct accounts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evidence and how it can be used to make historical claims	Know and recount episodes from stories about the past	Use different historical sources about the same person/event/period to improve their understanding.	Know which source of evidence from a selection provided will be the best to help them answer a question about the past	Understand how knowledge of the past is constructed from a range of sources and use these to construct an account of a past event	Construct informed responses by using both primary and secondary sources	Create relevant, structured and evidentially supported accounts
	Look at simple artefacts and pictures to ask questions about the past.		Weigh up the evidence to answer the enquiry question	Know the difference between primary and secondary sources of evidence and know how to use a variety of them to find out about the past.	Use a variety of sources to collect and infer information about the past and say whether the sources are primary or secondary.	Suggest omissions and the means of finding out Use a range of sources to help reason, draw conclusions and form own opinions as to which civilisation was the more advanced
Interpretation— understand why there are contrasting arguments of the past	Use stories to distinguish between fact and fiction	Discuss reliability of photos/accounts/stories	Identify and give reasons for different ways in which the past is represented	Begin to evaluate the usefulness of different sources	Weigh evidence, consider its limitations and reliability and offer reasons for different versions of events	Link sources and work out how conclusions were arrived at
	Compare adults talking about the past. How reliable are their memories?	Compare 2 versions of a past event	Distinguish between different sources - compare different versions of the same story	Weigh the potential for bias in historical evidence in order to interpret the past and make a valid historical claim.	Compare accounts of events from different sources	Be aware that different evidence will lead to different conclusions
	Know how to look at an object/artefact from the past and notice what aspects of that object show it is old	Ask questions to help them comprehend events, peoples and places from the past.	Discuss reliability of sources linked to the scarcity of primary sources			Consider ways of checking the accuracy of interpretations

Substantive concepts— To connect and evaluate historical knowledge and form historical perspectives.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
civilisation, tribe, empire		Victorians—Introduce the concept of empire and nation— Which other countries were in the Victorian Empire?	Introduce the concepts of civilisation—was Britain a civilisation at this time? Which civilisation is the most civilised? Stone, Bronze or Iron Age? Introduce the concept of tribe and tribal kingdoms	Ancient Egyptian Empire—When was it an empire? What made it an empire? How did it end? How civilised was Ancient Egypt? What made it a civilisation? Compare to Bronze and Iron Age Britain. Roman Empire—Why did the Romans want to add Britain to the Roman Empire? Tribes in Wiltshire (Durotriges) Did they support or resist the Romans? Did the Iceni tribe support or resist the Romans? What made Ancient Greece a civilisation?	Anglo—Saxons—invaded as many different tribes and each took over different parts of Britain.—Not one ruler Viking empire— what made it an empire? How was the Maya civilised? Comparison with other civilisations—Bronze Age, Egyptians and Greeks. How important was trade to the Maya?	
democracy, parliament, monarchy,	North Bradley Parish council – (lowest tier of local government) – What do the Parish council decide? Introduce the concept of monarchy and Parliament—(Guy Fawkes)	Trowbridge County Hall – Headquarters of Wiltshire council – local elections Develop concepts of monarchy and power—Victorians—Profile of Queen Victoria	Regional Government – County Councils – largest unit of local government	Dictatorship – Roman Empire – What is the difference between a dictatorship and democracy? Monarchy—tribal rulers/emperor Why were the Egyptians a World Power? Are pharaohs and kings the same thing? Who were the most powerful pharaohs? Ancient Greeks—monarchy and democracy—Did the Greeks invent government and democracy?	London Parliament – what is the role of Parliament? Vikings—Saxon and Viking laws and justice—compare with today	the significance of the Magna Carta in relation to the concept of democracy the key differences between a medieval monarch and a modern-day leader
Invasion, migration, settlement, trade	Introduce the concept of settlement—NB—where people live and some work. Why did their grandparents choose to live in NB? Remembrance—introduce the concept of invasion during WW1	Develop the concept of settlement—Trowbridge—where people live and work and how it grew during the Industrial revolution. Introduce trade and migration —woollen industry How did the woollen industry affect migration in Trowbridge?	Develop concepts of Migration, settlement and trade trade between settlements started during the Neolithic period. This then develops into the Bronze and Iron Age, where hillforts were built to protect trade routes that now spanned into Europe With the introduction of farming did they start to trade?	Develop concepts of Migration, settlement and trade Why did the Egyptians settle next to the Nile? Was Egyptian pharaoh Hatshepsut's expedition significant in making Egypt a World Power? Romans—What changed when the Romans arrived? Why did they invade and what ideas and innovations did they bring?	Develop concepts of Migration and settlement—differences between Saxons and Vikings and why they came to Britain. What challenges they faced in establishing settlement Mayans—explore what a rainforest settlement was like for the Mayans	