LONDON MEED PRIMARY SCHOOL

History	Autumn	Spring	Summer
EYFS	• **Begin to make sense of their own life-story and family's history** - photos of children as babies are collected, then as toddlers, then at school. All recorded in 'all about me' books. Very much focussed on the child's personal history, what is relevant to them. • **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class** - a short topic about old toys is linked to a visit to a toy museum, toys are then provided as part of continuous provision resourcing.	• **Talk about the lives of people around them and their roles in society.** People who help us topic	• **Understand the past through settings, characters and events encountered in books read in class and storytelling.** Dinosaurs - knowing how the world was different, how landscapes have changed and understanding what did and didn't exist compared to now
	• **Comment on images of familiar situations in the past.** A seasonal / yearly timeline is visible in the classroom and children are encouraged to look back at photos of what they did in the past and explore those feelings and activities again. • **Compare and contrast characters from stories, including figures from the past.** Much of this is done through storytelling and prompted role playing. Spontaneous learning opportunities arise through talk and play and children choosing to act out things from the past.		
Yr 1	**How have I changed since I was a baby?** Knowledge (inc vocab): comparing to a baby and what they can now do (beyond just physical skills), what can they do since starting school, Skills: Recognising how things have changed since they joined the school, noticing what they can physically do now that they could not previously do Time period: Contemporary How has Burgess HIll changed? Transport - cars and trains Key text Major Glad and Major Dizzy (visit to Amberley in Spring 1 where the children will experience different vintage transport we've been taught alongside a workshop)	**Skater Ceilo** Knowledge: What are the Olympics? (past and modern) How do we find out about the past? How were skateboards invented? Who is Sky Brown and what did she do? Vocab: Olympics past present modern compete Mount Olympus every 4 years countries around the world medals events skateboarding skills to ask questions about the Olympics to use photographs of artifacts to identify olympics past to watch video clips and identify Olympics (modern) to research Sky Brown to think about how skateboards were invented and why and invent their own (linked with DT) Fabulous finish - visit to Amberley to find out about vehicles/wheels **How to find gold?**	N/A

	Builds on: Changes work in EYFS	Knowledge (inc vocab): Pirates, sailed, treasure, differences between pirates today and historically (type of vessel, what they steal, appearance, location) Vocab including: treasure chest, jolly roger, cutlass, crow's nest, Blackbeard. The life and key moments of Blackbeard and Anne Bonny Edward Teach Skills: Asking questions using stories and non-fiction and videos as sources, comparing old and new pirate ships, fact and fiction comparing appearances of pirates, Time period: Golden Age of Piracy - 1650s-1730s **Builds on: EYFS (Famous Figures and Monarchy**	
Yr 2	**Medieval life** Knowledge (inc vocab): Use terms connected to measure of time (Century, year, past, present) Identify aspects of life from the past (focus on reason for having castles / dwellings / jobs / work) change, modern, capital city, England, sweep, lord, cook, soldier, knight, servant, jester Skills: comparing known events on a timeline (birth, starting school, Arundel Castle being built), comparison of time periods (focus on work and types of job) Time period: 1066-1485 **Builds on Year 1 Spring (Pirates)**	N/A	**London - past and present** Knowledge (inc vocab): Century, year, past, present, change, modern, capital city, England, sweep, lord, cook, soldier, knight, servant, jesterSource, reliable, information, eyewitness, diary, Samuel Pepys. Rebuild, King Charles II, Sir Christopher Wren, St Paul's Cathedral, The Monument, architect, declaration, flammable. Summarise what London was like in 1666. The way that London has changed through its history. What jobs people have today. What happened during the Great Fire of London. What happened after the fire and how London recovered. Skills: awareness of the past using sources of information. Describing how people traveled differently in London in the past. Identifying differences and similarities between ways of life in different periods (buildings, travel, everyday life)

			Knowing and understanding key features of an event beyond living memory that are nationally significant. Learning about the life of Samuel Pepys. Discussing the problems that caused the fire to spread. Discussing how I think London should have been rebuilt after the fire. Time period: 1666 **Builds on Year 1 Spring (Pirates)**
Yr 3	**Stone Age / Iron Age / Bronze Age** Knowledge (inc vocab): Observation, historian, artifacts, Stone Age, Bronze, Age, Iron Age, Stone age, hunter, gatherers, flint, Bronze Age, The Bell Beaker, culture, copper, tin, stone circles, round burrows, Jewellery, iron ,decorated, celts, roundhouses, brochs, hill forts, tribes. The past can be divided into different periods. Recognising the similarities and differences between today and historical periods (types of clothing, food, dwelling, religion and rituals eg burying the dead) Locating the bronze age within British history. Locating the Iron Age within British history. Skills: Describing how we would feel living in the Bronze Age. Comparing our lives to the lives of children in the Bronze and Stone Age (food, clothes, dwellings) Examining and explaining the different types of food, clothes and materials available in the stone age and bronze age. Time period: 3000BC - 1000BC **Builds on: Year 2 Autumn and Summer**	**China - The Shang dynasty** Knowledge (inc vocab): Shang, civilisation, Observation, historian, artifacts, belief, believe, ancestors polytheistic, Countryside,Yellow River ,Northern , ancient, merchants, craftsmen, mud houses, city, dwellers, rulers, priests, warriors, fighting, clan leaders, dynasties, bronze, peasants, battle, cause effect, impact, legacy, culture. What life was like for people living during the Shang Dynasty (belief systems. experiences by gender, rural life, urban life, dwellings, food,) How the Shang Dynasty began. What the significant events were during the Shang period. How Shang society was structured (class system) Significance of the Shang army Skills: Investigating the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. Researching what it was like in a given time period and present their findings. Using various sources of information (non fiction texts / extracts / posters) in ways that go beyond simple observations to answer questions about the past. Showing knowledge and understanding of some of the main events, people	**Romans and their impact on Britain** Knowledge (inc vocab): Impact / legacy of Roman life on contemporary life (roads, food) Key facts from Roman Britain (see Knowledge organizer) Iron Age, Britain, Romans, Celtic, sources, decade, centuries, reign, conquer, Empire, chariot, baths, amphitheater, villa, gladiator, barbarian, myth, shield, aqueduct, toga, mosaic, coin, soldier, sewer, Roman road, plaque, rubbings, map, distance and civilisation. Skills: Gathering information from multiple sources (non fic books, extracts, posters, videos), comparing Roman civilisation to that of the Celtic tribes (houses, clothing, food, religion), examining chronology of key events, examining motivations for Roman invasion, examining different representations of the same events from the past, examining the construction of Roman roads / other advances , the variety of gods and goddesses and how they influenced daily life. Summary of how Roman history and civilization has influenced the modern world.

LONDON MEED PRIMARY SCHOOL

		and changes studied. Identifying some of the different ways in which the past is represented. Time period: 1600 - 1046 BC **Builds on: Year 2 Autumn and Summer**	Time period:40AD - 400AD **Builds on: Year 2 Autumn and Summer**
Yr 4	N/A	**Mayans** Knowledge (inc vocab): Who were the Mayans and where did they live? Religious beliefs, counting and letter system, key artifacts of Mayan life, key events in Mayan history, how Mayan society was structured. Skills: studying artefacts from the Mayan period including plates, masks and artwork to try gather clues about the lifestyle they had, to use primary sources (maps made at the time, descriptive accounts) and secondary sources (later art work) to summarise what Chichen Itza would have looked like during the Mayan period Examining the societal structure of Mayan life, hierarchy and different roles, religious beliefs of the Mayan world and explain how polytheistic society functioned (human sacrifices etc), compare and contrast the writing and number systems. Time period: 1000BC - 1680AD **Builds on: Year 3 Spring and Summer**	**Ancient Greece** Knowledge (inc vocab): Key events in Greek history, religious beliefs of the Ancient Greeks, how Greece was split into city-states, to compare daily life to today, the philosophers and famous people of Greek history, religious beliefs of Ancient Greece and examine the role each God played in society Skills:, examining the myths of Pandora's Box, Athena and Poseidon and Daedulus and Icarus, Hercules and Odysseus. Studying pots from the period, infer meaning from the images and compare them to our lives. Examine why people from Greek society are still significant today and explain who they were and what their impact was. Comparing the daily lives of children in Sparta and in Athens and giving a preference over where they would rather live. Time period:800BC - 30BC **Builds on: Year 3 Spring and Summer**
Yr 5	**Anglo-Saxons and Vikings** Knowledge (inc vocab): past, decade, century, millennium, chronology, Viking Longship, Pillage, raid, Lindisfarne, Romans, Saxons, Celts, Dark Ages, Danelaw, King Alfred, Ethelwulf, Ethelred King Alfred, King Edgar, King Cnut, Edward The Confessor, Battle of Hastings and Normans. Who the Normans were and where they came from?	**History of the Titanic / shipbuilding, Nagasaki** Knowledge (inc vocab): World War II Japan, atomic bomb, conflict, allies, axis, government, fact, fiction, embellished, chronology, primary and secondary sources and factual. Who Was Sadako Sasaki? The role of Japan in WWII. Why the Titanic was significant in British culture. What an atomic bomb is and how it affects people and places.	**Native Americans** **Civil Rights movement in America** Knowledge (inc vocab): When / where did the slave trade take place? Why did British Empire want to expand - religious, economic, other reasons Identify the 'slave triangle' - England, Africa, North America How were slaves captured / transported? British Empire, slavery, traders, economic, raw materials

	Identifying changes in British and European history during the 600s - 1066 (lifestyle, rulers, basic structures in society) Skills:Evaluating why some events are deemed more significant than others. Plotting accurate events on a timeline (key moments of Saxon and Viking history). Key features of different cultures and groups of Northern Europe. Plotting and describing the 7 kingdoms of England. Examining events of Lindisfarne attack and what it meant to society. Comparing our lives to those of children under Saxon and Viking rule and examining how they would be different (everyday life, expectations of children) Using sources to evaluate how two kingdoms existed in relative peace and how they became unified. Evaluate the Battle of Stamford Bridge and the Battle of Hastings and what it meant for Britain. Time period: 600-1066 **Builds on: Year 3 Autumn, Year 4 Spring and Summer**	Skills: Studying the key timeline of the atomic bombs and the construction of the Titanic using primary and secondary sources including photos, first hand accounts, diagrams and news reports. Time period:1900-1945	trade Skills: Use secondary sources (texts, extracts, drawings, first hand accounts) to locate key information Use secondary sources to create / support arguments or viewpoints (why did British Empire want to expand?/legacy of slavery) Time period: 18th and 19th centuries **Builds on: Year 3 Summer**
Yr 6	**WW2** Knowledge (inc vocab): Vocab - Axis, ally, cause, World War II, power, invade, appease, Parliament, evacuation, Blitz Reichstag, Hitler, Chancellor, sacrifice, historical, period, decade, coupon, ration, propaganda Skills:Selecting and combining knowledge from videos, first hand accounts, audio clips and images and summarising this information into their own words. Chronological order of events and plot them accurately.	**Polar Explorers** Knowledge (inc vocab): What makes a successful explorer? Why people explore, how the era we live in has changed exploration, what are the lasting impacts on the world today. how and when they achieved their accomplishments and compare their successes and challenges to decide who was a ‘greater’ explorer. Vocab - Chronology, Decade, Democracy, Significance	**Tudor Britain** Knowledge (inc vocab): Who the Tudors were, when their era existed and how it began and ended, what was daily life, crime and punishment, food, medicine, education and clothing like in this period (children select one area to focus on.) Vocab - chronological, area, events, time, Tudor, dynasty, events, changes, contrast, compare, modern, contemporary, punishment, law, crime, education. Skills:Children select an area of Tudor life to research and study.

	Significant events during the war and key turning points. Summarise reasons for the outbreak of WWII from 1918 to 1939. Carry out research into the Blitz and evacuation via the internet and research books - then summarising their findings in their own words. Present historical information from a range of sources in a manner they feel is appropriate for the audience. Comparing life during the Blitz with that of today. To summarise the impact of propaganda and how it was used to control people. Consider the changing role of women during the war and use sources to instigate discussion. Time period: 1915- 1945 **Builds on: Year 5 Spring, Year 2 Summer**	Skills: To study how historical facts and themes are presented across a range (novels, recounts, diaries, fiction and non fiction reports). Time period:1800s to contemporary times	Debate and discuss which area of Tudor history to study and will then apply previously taught skills to research, summarise and present their learning. Time period: 1485-1603 **Builds on: Year 5 Autumn**