

LONDON MEED PRIMARY SCHOOL

History	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none"> • 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. • Comment on images of familiar situations in the past. Children have the chance to bring in photos from the past to discuss with the class. Depending on world events a lot of learning is driven via the news. Previous years have covered the jubilee and the Summer coronation will be a key learning opportunity. A monthly 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. Class focuses on the monarchy and reminding children of 'their' history and that we live in today whereas other people lived in the past. A focus on what is relevant to the children. • Talk about the lives of people around them and their roles in society. • 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. Spontaneous learning opportunities arise through talk and play and children choosing to act out things from the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling. Children share their termly work with their reading buddy and retell what it is they have done and learn about. 		
Yr 1	<p>How have I changed since I was a baby?</p> <p>Knowledge (inc vocab): comparing to a baby and what they can now do (beyond just physical skills), what can they do since starting school,</p> <p>Skills: Recognising how things have changed since they joined the school, noticing what they can physically do now that they could not previously do</p> <p>Time period: Contemporary</p>	<p>What are pirates? What did they do? Who were famous pirates?</p> <p>Knowledge (inc vocab): Pirates, sailed, treasure, differences between pirates today and historically (type of vessel, what they steal, appearance, location)</p> <p>Vocab including: treasure chest, jolly roger, cutlass, crow's nest, Blackbeard.</p> <p>The life and key moments of Blackbeard and Anne Bonny.</p> <p>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,</p> <p>Time period: Golden Age of Piracy - 1650s-1730s</p>	N/A

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Yr 2	<p>Medieval life</p> <p>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</p> <p>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)</p> <p>Time period: 1066-1485</p>	<p>N/A</p> <p>Knowledge (inc vocab):</p> <p>Skills:</p> <p>Time period:</p>	<p>London - past and present</p> <p>Knowledge (inc vocab): Century, year, past, present, change, modern, capital city, England, sweep, lord, cook, soldier, knight, servant, jester Source, reliable, information, eyewitness, diary, Samuel Pepys. Rebuild, King Charles II, Sir Christopher Wren, St Paul's Cathedral, The Monument, architect, declaration, flammable.</p> <p>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.</p> <p>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.</p> <p>Time period: 1666</p>
Yr 3	<p>Stone Age / Iron Age / Bronze Age</p> <p>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</p>	<p>China - The Shang dynasty</p> <p>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,</p>	<p>Romans and their impact on Britain</p> <p>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,</p>

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LONDON MEED PRIMARY SCHOOL

	<p>,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.</p> <p>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.</p> <p>Time period: 3000BC - 1000BC</p>	<p>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</p> <p>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 and changes studied. Identifying some of the different ways in which the past is represented.</p> <p>Time period: 1600 - 1046 BC</p>	<p>amphitheater, villa, gladiator, barbarian, myth, shield, aqueduct, toga, mosaic, coin, soldier, sewer, Roman road, plaque, rubbings, map, distance and civilisation.</p> <p>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.</p> <p>Time period:40AD - 400AD</p>
Yr 4	N/A	<p>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.</p>	<p>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</p>

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		<p>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 Chichinitza would have looked like during the Mayan period</p> <p>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.</p> <p>Time period: 1000BC - 1680AD</p>	<p>Skills:, examining the myths of Pandora's Box, Athena and Poseidon and Daedulus and Icarus.</p> <p>Studying pots from the period, infer meaning from the images and compare them to our lives.</p> <p>Examine why people from Greek society are still significant today and explain who they were and what their impact was.</p> <p>Comparing the daily lives of children in Sparta and in Athens and giving a preference over where they would rather live.</p> <p>Time period:800BC - 30BC</p>
Yr 5	<p>Anglo-Saxons and Vikings</p> <p>Knowledge (inc vocab): past, decade, century, millennium, chronology, Viking Longship, Pillage, raid, Lindisfarne, Romans, Saxons, Celts, Dark Ages, Danelaw, King Alfred, Ethelwulf, Ethelred</p> <p>King Alfred, King Edgar, King Cnut, Edward The Confessor, Battle of Hastings and Normans.</p> <p>Who the Normans were and where they came from?</p> <p>Identifying changes in British and European history during the 600s - 1066 (lifestyle, rulers, basic structures in society)</p> <p>Skills:Evaluating why some events are deemed more significant than others.</p> <p>Plotting accurate events on a timeline</p>	<p>History of the Titanic / shipbuilding, Nagasaki</p> <p>Knowledge (inc vocab): World War II Japan, atomic bomb, conflict, allies, axis, government, fact, fiction, embellished, chronology, primary and secondary sources and factual.</p> <p>Who Was Sadako Sasaki?</p> <p>The role of Japan in WWII.</p> <p>Why the Titanic was significant in British culture.</p> <p>What an atomic bomb is and how it affects people and places.</p> <p>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.</p> <p>Time period:1900-1945</p>	<p>Native Americans</p> <p>Civil Rights movement in America</p> <p>Knowledge (inc vocab):</p> <p>When / where did the slave trade take place?</p> <p>Why did British Empire want to expand - religious, economic, other reasons</p> <p>Identify the 'slave triangle' - England, Africa, North America</p> <p>How were slaves captured / transported?</p> <p>British Empire, slavery, traders, economic, raw materials trade</p> <p>Skills:</p> <p>Use secondary sources (texts, extracts, drawings, first hand accounts) to locate key information</p> <p>Use secondary sources to create / support arguments or viewpoints (why did British Empire want to expand?/legacy of slavery)</p> <p>Time period: 18th and 19th centuries</p>

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	<p>(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)</p> <p>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.</p> <p>Time period: 600-1066</p>		
Yr 6	<p>Polar Explorers</p> <p>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. To examine the life of famous explorers (Ann Bancroft and Ernest Shackleton) how and when they achieved their accomplishments and compare their successes and challenges to decide who was a 'greater' explorer.</p> <p>Vocab - Chronology, Decade, Democracy, Significance</p>	<p>WW2</p> <p>Knowledge (inc vocab): What were the causes of WWII starting and who was involved? Who was Hitler and how did he come to power? What was rationing and how did it impact on people's lives? How did the blitz affect London? The use of propaganda to control people.</p> <p>Vocab - Axis, ally, cause, World War II, power, invade, appease, Parliament, SS, SA, putsch, Reichstag, Hitler, Chancellor, sacrifice, historical, period, decade, coupon, ration, propaganda</p> <p>Skills: Selecting and combining knowledge from videos, first hand accounts, audio</p>	<p>Tudor Britain</p> <p>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.)</p> <p>Vocab - chronological, area, events, time, Tudor, dynasty, events, changes, contrast, compare, modern, contemporary, punishment, law, crime, education.</p> <p>Skills: Children select an area of Tudor life to research and study. Debate and discuss which area of Tudor history to study and will then apply previously taught skills to research, summarise and present their learning.</p> <p>Time period: 1485-1603</p>

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	<p>Skills: To study how historical facts and themes are presented across a range (novels, recounts, diaries, fiction and non fiction reports).</p> <p>Time period: 1800s to contemporary times</p>	<p>clips and images and summarising this information into their own words.</p> <p>Linking events happening in Britain to those happening around the world at the same time and examine how they can impact British way of life on a broader scale.</p> <p>Chronological order of events and plot them accurately</p> <p>Summarise what the event meant for British people and what impact it had on WWII.</p> <p>Create a timeline charting the background life of Adolf Hitler and his rise to power from 1918 to 1933.</p> <p>Communicating viewpoint and opinion whilst using evidence to challenge,</p> <p>To give their own opinion by summarising their knowledge on why Germany voted to make Hitler Chancellor in '33.</p> <p>Carry out research into the Blitz and shelter building via the internet and research books - then summarising their findings in their own words.</p> <p>Present historical information from a range of sources in a manner they feel is appropriate for the audience.</p> <p>Comparing life during the Blitz with that of today.</p> <p>To summarise the impact of propaganda and how it was used to control people.</p> <p>Time period: 1915- 1945</p>	
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