

Core Values

Readiness Resilience Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

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Faith and Belief
Belonging/community
The natural world
Being a good citizen
Philosophy

Music

Singing
Listening
Composing
Performing
Musicianships
Pulse beat
Rhythm
Pitch
Instruments and playing techniques

Art

Design and make
Draw
Paint
Sculpt
Generating ideas
Making links
Exploring artists
Sketchbooks
Evaluate

History

Time lines and Chronology
Artefacts
Interpretation, enquiry, analysis
Cause and consequence
Change and continuity
Past and Present
Fact and Fiction

English

Speaking and Listening
Vocabulary
Phonics
Handwriting
Reading
Spelling
Punctuation
Grammar
Writing
Composition
Transcription

Science

Working scientifically
Materials
Animals including humans
Plants
Everyday materials
Investigations

PE

Games
Gymnastics
Dance
Yoga
Swimming
Athletics
Orienteering

Kender Curriculum 2022-23



Computing

E-safety
Programming
Handling data
Multimedia
Technology in our lives

MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

PSHE/RSE/MHWP/CZS/BV

Physical health and wellbeing
Keeping safe and managing risks
Mental health and emotional wellbeing
Drug alcohol and tobacco
British Values

DT

Using technology
Construction/joining
Practical skills
Designing skills
Textiles
Cooking and nutrition
Evaluating n

Geography

Map and Atlas work
Place and locational knowledge
Humans and physical geography
Geographical skills and field work
Impact of humans on the environment
Economy

Maths

Fluency
Reasoning
Problem solving
Number - Place Value Addition and subtraction, multiplication and division, fractions
Measurements
Geometry

Wider Curriculum

We offer a wide range of sporting opportunities including:

- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.

SUBJECT: History

👁 Intent - We aim to...

History is a fascinating, exciting and vital part of a child's learning journey. We hope that children leave Kender with a rich understanding of where they came from and who and what has shaped their past and present.

Children will develop skills that are transferable to other areas of the curriculum these are: **how to ask and answers questions, research using a range of resources, debate and discuss, analyse, think critically, develop their own perspective, form a coherent argument, develop a sense of agency and power in their community, country and the world.**

Understanding history requires a deep level of thinking, children will learn that they cannot always accept the evidence that is put before them that every historical artefact and source can be interpreted in different ways and only when we have the facts can we truly make an accurate historical judgement.

Children will experience history in a range of ways; through stories, enquiry and inquiry, trips to museums, historical sights, visitors, local area, looking at primary and secondary resources these experience will enhance and develop a love of the past and will help children develop an understanding of themselves and how the past effects the present and how we as individuals can change history. The skills they will learn will help them to navigate their futures with understanding an awareness of the human journey through time.

⚙ Implementation - How do we achieve our aims?

We use the historical association for planning support, below is an outline of the end of key stage expectations.

EYFS...

EYFS Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

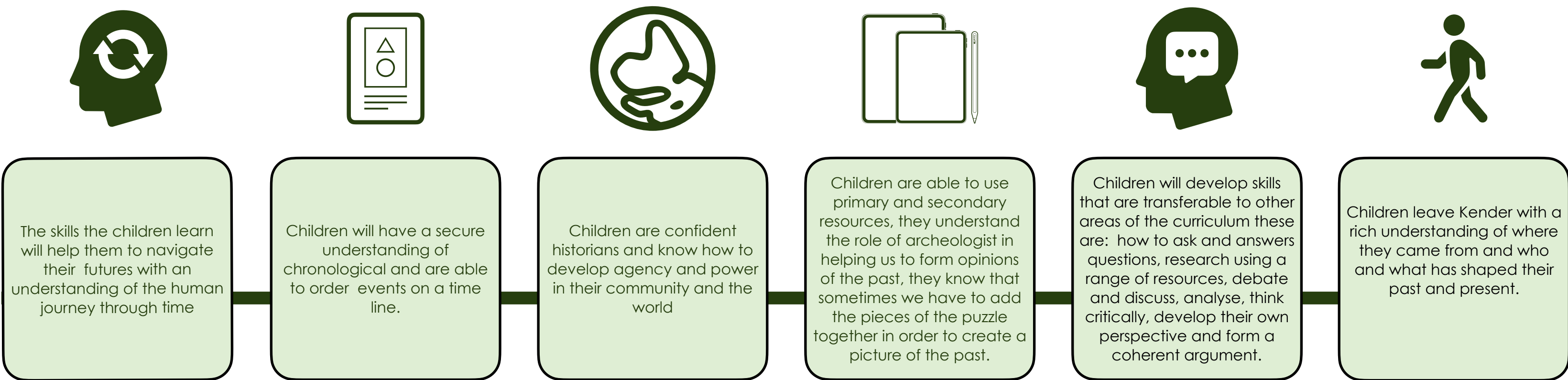
KS1...

Chronological understanding (By the end of Yr2) Revisit their own personal chronology Recreate a timeline of their lives Recap their timeline of their lives. Sequence artefacts and events that are close in time together. Order dates from earliest to latest on a simple timeline Sequence pictures from different periods. Describe memories and changes that have happened in their own lives To have an understanding of a time before they were born	Knowledge and Understanding of People Events, People and Changes (By the end of Yr2) To make comparisons in their life and to the period of history they are learning about. To recognise some similarities and differences between past and present To identify similarities and differences between ways of life in different periods To know and recount episodes from stories and significant events in history. To understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past - could be grandparents, and older family members or members of the community.	Historical Interpretation Enquiry (By the end of Yr2) To start to use stories or accounts to distinguish between fact and fiction. To understand the use of a primary or secondary resource and where these resources can be found. To observe and use pictures, photographs and artefacts to find out about the past To investigate different accounts of historical events and be able to explain some reasons why accounts may be different To start to use stories or accounts to distinguish between fact and fiction. Explain that are different types of evidence and sources that can be used to help represent the past	Historical Investigation (By the end of Yr2) Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations Choose and select evidence and say how it can be used to find out about the past Use primary and secondary resources to find out about the past	Presenting Organising and Communicating (By the end of Yr2) To show and understanding of historical terms, such as monarchs, parliament, government war remembrance To talk and write about things from the past To use historical vocabulary to retell simple stories about the past . To use drama and role play to communicate their knowledge about the past.
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KS2...

Chronological understanding (By the end of Yr4) Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometime further apart. Use terms and phrases related to the unit being studied and the passing of time. Understand a timeline can be divided into BC (before Christ) and AD (Anno Domini) To have an understanding of a time before they were born Understanding of Chronology including characteristics features of different historical periods, people, events and developments. To begin to understand and connect together the periods of history that they have learnt about.	Knowledge and Understanding of People Events, People and Changes (By the end of Yr4) To evaluate and learn about how times have changed and how past has an effect on the present. To understand that there is a before.....and an after.....the after cannot be changed eg after the Romans invaded the present changed these are the things that changed and this is he impact it has had on our lives today To note key changes over a period of time and be able to give reasons for those changes. Identify key features, aspects and events of the time studied To explain how people and events in the past have influenced life today.	Historical Interpretation Enquiry (By the end of Yr4) To use primary and secondary resources to form opinions about the past. To use these resources and discuss what they tell us. To learn to question and enquire about how these resources help us to understand the past. To understand the uses of these resources in the context of gaining knowledge about the past To begin to evaluate the usefulness of resources. To look at more than two versions of the same event or story in history and identify differences. To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.	Historical Investigation (By the end of Yr4) To look critically at the events of the past and analyse how they have effected our present. To use a range of primary and secondary resources to find out about the past To construct informed responses about one aspect of ice or key event in the past through careful selection and organisation of relevant historical information To gather more detail for sources such as maps to build up a clearer picture of the past To regularly address and sometimes devise own questions to find answers about the past To begin to undertake their own research Use primary and secondary resources to find out about the past	Presenting Organising and Communicating (By the end of Yr4) To use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms To present, communicate and organise ideas about the past using models, drama, role play, and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides To start to present ideas based on their own research, using a range of media.
Chronological understanding (By the end of Yr6) Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometime further apart. Use terms and phrases related to the unit being studied and the passing of time. Understand a timeline can be divided into BC (before Christ) and AD (Anno Domini) To have an understanding of a time before they were born Understanding of Chronology including characteristics features of different historical periods, people, events and developments. To begin to understand and connect together the periods of history that they have learnt about.	Knowledge and Understanding of People Events, People and Changes (By the end of Yr6) To identify and note connections, contrasts and trends over time in the everyday lives of people Use appropriate historical terms such as culture, religious, social and political when describing the past To examine causes and results of great events and the impact these has on people To describe the key features of the past, including attitudes, beliefs and the everyday lives of men and women To begin to formulate questions about the impact of the past on the present. To begin to make comparisons with the past and the present. To enquire about the past, to make judgement and theory to gain deeper understanding	Historical Interpretation Enquiry (By the end of Yr6) To identify a primary resource and explain why this is different to a secondary resource. To choose the best type if resource to form accurate descriptions of the past. To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. To search for the truths in the past and the present and use information wisely to come to satisfactory conclusions and judgements about events. To consider different ways of checking the accuracy of interpretations of the past To find and analyse a wide range of evidence about the past To start to understand the differences between primary and secondary resources and the impact of this on reliability To know that people in the past represent events or ideas in a way that may be to persuade others - To show an awareness of the concept of propaganda To begin to evaluate the usefulness of different resources.	Historical Investigation (By the end of Yr6) To analyse cause and consequence of significant events and people. To select relevant sections of information to address historically valid questions and construct detailed, informed responses. To investigate their own lines of enquiry by posing historically valid questions and answers. To form opinions and create argument or debate about the significance of historical events and people. To ask questions and formulate answers about change, cause, similarity, difference To recognise when they are using primary and secondary resources to find out about the past. To use a wide range of evidence to collect evidence about the past, such as ceramics, pictures, document, printed sources, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Use primary and secondary resources to find out about the past	Presenting Organising and Communicating (By the end of Yr6) To develop appropriate use of historical terms To know and show good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious To present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions To plan and present a self directed project or research about the studied period. Using a range of media.

✅ Impact - How will we know we have achieved our aims?



SUBJECT: History

Chronological Understanding						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Statutory ELG: People, Culture and Communities Children at the expected level of development will: religious and cultural communities in this country, drawing on country and life in other countries, drawing on knowledge from - Describe their immediate environment using knowledge from - Know some similarities and differences between different - Explain some similarities and differences between life in this observation, discussion, stories, non-fiction texts and maps; their experiences and what has been read in class; stories, non-fiction texts and – when appropriate – maps.	Can understand the difference between things that happened in the past and the present. Can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young, recently, when my parents/carers were children, decades, and centuries. Know that historical events can be sequenced and can put people, events and objects in chronological order on a time line.	Can understand the difference between things that happened in the past and the present. *Can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young, recently, when my parents/carers were children, decades, and centuries. *Know that historical events can be sequenced and can put people, events and objects in chronological order on a time line.	Can understand the difference between things that happened in the past and the present. *Can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young, recently, when my parents/carers were children, decades, and centuries. *Know that historical events can be sequenced and can put people, events and objects in chronological order on a time line.	Can understand the difference between things that happened in the past and the present. *Can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young, recently, when my parents/carers were children, decades, and centuries. *Know that historical events can be sequenced and can put people, events and objects in chronological order on a time line.	Revise and Consolidate an understanding that the past can be divided into different periods of time and that a timeline can be divided into periods i.e. BC and AD. Before Christ (Ancient Civilizations such as Ancient Greeks, Egyptians or Maya), Romans, Anglo-Saxons, Tudors, Stuarts, Victorians, 21 st century Can use dates and vocabulary relating to the passing of time, including: ancient, modern, BC, AD, BCE, ACE, century, decade and era to place individuals and events on a timeline. Can place events, people and changes studied into correct periods of time on a time line for local, national and international history. Divides recent history into present, using 21 st century, and the past using 19 th and 20 th centuries. Round up time differences into centuries and decades.	Revise and Consolidate an understanding that the past can be divided into different periods of time and that a timeline can be divided into periods i.e. BC and AD. Before Christ (Ancient Civilizations such as Ancient Greeks, Egyptians or Maya), Romans, Anglo-Saxons, Tudors, Stuarts, Victorians, 21 st century Can use dates and vocabulary relating to the passing of time, including: ancient, modern, BC, AD, BCE, ACE, century, decade and era to place individuals and events on a timeline. Can place events, people and changes studied into correct periods of time on a time line for local, national and international history. Divides recent history into present, using 21 st century, and the past using 19 th and 20 th centuries. Round up time differences into centuries and decades. Uses timelines to demonstrate changes and developments in culture, technology, religion and society. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural

Knowledge and Understanding of Events, People and Changes Over Time						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Statutory ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been - Understand the past through settings, characters and events encountered in books read in class and storytelling.	Learn about past and present events in their own lives, and in those of their families and other people they know and know that a world existed before they were born. Know that a world existed before they were born by studying events that are significant, nationally or globally (e.g. Great Fire of London, first aeroplane flight, festivals)(mostly covered in Year 2 but there may be significant events you want to include) Investigate and understand that things change as time passes and identify differences between aspects of their own lives and past times. Compare people and aspects of life in different time periods e.g. household objects, toys Learn about the lives of significant individuals in the past that contributed to national and international events. Two can be used to compare different time periods.	Learn about the lives of significant individuals in the past who contributed to national and international events. Two can be used to compare different time periods. Revisit and consolidate Learn about past and present events in their own lives, and in those of their families and other people they know and know that a world existed before they were born. Know that a world existed before they were born by studying events that are significant, nationally or globally (e.g. Great Fire of London, first aeroplane flight, festivals) Investigate and understand that things change as time passes and identify differences between aspects of their own lives and past times. Compare people and aspects of life in different time periods e.g. household objects, toys	New Learning Find out about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children, houses and settlements, culture and leisure activities, clothes, way of life and actions of people, what was important to peoples lives, rich and poor, ethnic diversity of the societies, role of monarch/rulers, technology, science, art etc. Find out about the features of ancient civilizations and why they developed/failed. Find out about key people and their roles and know key events Begin to give reasons for and results of the main historical events, features and changes in the period studied Understand how some of the events of the past affect the UK today.	Revisit and Consolidate Find out about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children, houses and settlements, culture and leisure activities, clothes, way of life and actions of people, what was important to peoples lives, rich and poor, ethnic diversity of the societies, role of monarch/rulers, technology, use of weapons, science, art etc. Find out about the features of ancient civilizations and why they developed/failed. Find out about key people and their roles and know key events Begin to give reasons for and results of the main historical events, features and changes in the period studied Understand how some of the events of the past affect the UK today.	New Learning Can use an increasing depth of factual knowledge and reliable sources to recognise and describe the social, cultural, religious and ethnic diversity of societies and begin make links between features of past societies and periods. (These could include: the ideas, beliefs, attitudes and experiences of men, women and children, houses and settlements, culture and leisure activities, clothes, way of life and actions of people, what was important to peoples lives, rich and poor, ethnic diversity of the societies, role of monarch/rulers, technology, use of weapons, science, art etc.) Can identify, describe and explain reasons for change backed up with evidence and results of historical events, situations and make links between relevant causes and consequences. Revisit and Consolidate Understand how some of the events of the past affect the UK today. Find out about the features of ancient civilizations and why they developed/failed.	Revisit and Consolidate Can use an increasing depth of factual knowledge and reliable sources to recognise and describe the social, cultural, religious and ethnic diversity of societies and begin make links between features of past societies and periods. (These could include: the ideas, beliefs, attitudes and experiences of men, women and children, houses and settlements, culture and leisure activities, clothes, way of life and actions of people, what was important to peoples lives, rich and poor, ethnic diversity of the societies, role of monarch/rulers, technology, use of weapons, science, art etc.) Can identify, describe and explain reasons for change backed up with evidence and results of historical events, situations and make links between relevant causes and consequences. Understand how some of the events of the past affect the UK today.

Historical Interpretation and Enquiry						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	New Learning Children should be taught to identify different ways in which the past is represented for example; in pictures, plays, films, reconstructions of the past, museum displays, TV programmes and fictional stories. Recount some details from the past using evidence. Finds answers to simple questions about the past from sources of information (e.g. pictures, stories) Study the way of life of people in the more distant past who lived in the local area, elsewhere in Britain or overseas	New learning Look at a range of evidence (pictures, books, eye-witness accounts, photos, artefacts, buildings, visits and the Internet). Understand why some people in the past did things. Recount some details from the past using evidence. Look at 2 versions of the same event and identify differences in the accounts. Revisit and consolidate Find answers to simple questions about the past from sources of information (e.g. pictures, stories) Study the way of life of people in the more distant past who lived in the local area, elsewhere in Britain or overseas. Asks and answers questions such as: 'What was it like for a?', 'What happened in the past?', 'How long ago did happen?'. Estimate the ages of people by studying and describing their features.	New learning Begin to recognise and show some understanding that aspects of the past have been represented and interpreted in different ways Identify some different ways in which the past is represented from different points of view Look at 2 different versions of the same event in history, identifying differences in the accounts and give possible reasons why they are different Know where and how evidence from the distant past is found i.e. archaeology Revisit and consolidate Find answers to simple questions about the past from sources of information (e.g. pictures, stories) Study the way of life of people in the more distant past who lived in the local area, elsewhere in Britain or overseas. Asks and answers questions such as: 'What was it like for a?', 'What happened in the past?', 'How long ago did happen?'. Estimate the ages of people by studying and describing their features.	Revisit and Consolidate Begin to recognise and show some understanding that aspects of the past have been represented and interpreted in different ways Identify some different ways in which the past is represented from different points of view Ask and answer questions about the past using observations from historical sources such as 'How did people'? What did people do for?' 'What was it like for a.... during....?' *Suggest sources of evidence from a selection provided to use to help answer questions. New Learning Begin to give reasons for why there might be different versions of historical events. Look at more than 2 different versions of the same event in history, identifying differences in the accounts and give possible reasons why they are different Know that archaeological evidence from the distant past is subjective and open to interpretation Understand the difference between primary and secondary sources of evidence. Know where and how evidence from the distant past is found i.e. archaeology Use a range of different sources of information, including ICT, documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to collect information about the past.	Revisit and Consolidate Begin to recognise and show some understanding that aspects of the past have been represented and interpreted in different ways Identify some different ways in which the past is represented from different points of view Ask and answer questions about the past using observations from historical sources such as 'How did people'? What did people do for?' 'What was it like for a.... during....?' *Suggest sources of evidence from a selection provided to use to help answer questions. New Learning Begin to give reasons for why there might be different versions of historical events. Look at more than 2 different versions of the same event in history, identifying differences in the accounts and give possible reasons why they are different Know that archaeological evidence from the distant past is subjective and open to interpretation Understand the difference between primary and secondary sources of evidence. Know where and how evidence from the distant past is found i.e. archaeology Use a range of different sources of information, including ICT, documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to collect information about the past.	

Historical Investigation						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations Choose and select evidence and say how it can be used to find out about the past Use primary and secondary resources to find out about the past		To look critically at the events of the past and analyse how they have effected our present. To use a range of primary and secondary resources to find out about the past To construct informed responses about one aspect of ice or key event in the past through careful selection and organisation of relevant historical information To gather more detail for sources such as maps to build up a clearer picture of the past To regularly address and sometimes devise own questions to find answers about the past To begin to undertake their own research Use primary and secondary resources to find out about the past		To analyse cause and consequence of significant events and people. To select relevant sections of information to address historically valid questions and construct detailed, informed responses. To investigate their own lines of enquiry by posing historically valid questions and answers. To form opinions and create argument or debate about the significance of historical events and people. To ask questions and formulate answers about change, cause, similarity, difference To recognise when they are using primary and secondary resources to find out about the past. To use a wide range of evidence to collect evidence about the past, such as ceramics, pictures, document, printed sources, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Use primary and secondary resources to find out about the past	

Presenting Organising and Communicating						
EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	To show and understanding of historical terms, such as monarchs, parliament, government war remembrance -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] -the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, -Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] -significant historical events, people and places in their own locality.		To use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms To present, communicate and organise ideas about the past using models, drama, role play, and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides To start to present ideas based on their own research, using a range of media. To use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms		To develop appropriate use of historical terms To know and show good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious To present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions To plan and present a self directed project or research about the studied period. Using a range of media.	

National Curriculum Guidance	
KS1	
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about: -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] -the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, -Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] -significant historical events, people and places in their own locality.	
KS2	
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: -changes in Britain from the Stone Age to the Iron Age -the Roman Empire and its impact on Britain -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 -a local history study -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of -Ancient China -Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin [West Africa] c. AD 900-1300.	

SUBJECT: History

Implementation			
Domains	Me, My Family, My Local Area, Local Heroes, Gunpowder Plot, Great Fire of London, Walter Tull, Seaside past and present, Stone Age, Iron Age, Shang Dynasty,Greeks, Ancient Civilisations - Mayans, Benin, Romans, Vikings, Anglo Saxons, Christianity, Normans, Tudors, Elizabethans, Victorians, Second World War, Cold War, Migration, Significant individuals:Walter Tull, Mary Anning, Florence Nightingale, Mary Seacole, Edith Cavell, Rosa Parks and Emily Davidson, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, KS1 - Significant events in their own locality - Great Fire of London KS2 Local History Study - linked to one of the British areas of study eg Romans in London, A study over time tracing how several aspects of national history are reflected in the locality - Impact of Second World War, Impact of the Victorians in London, A study of an aspect of history significant to the locality - Peoples Day of Action, KS2 - A study of an aspect or theme in British history that extends pupils Chronological knowledge		
	AUTUMN (16 weeks)	SPRING (6 weeks)	SUMMER (6 weeks)
Year 1	Who am I? What was life like when our grandparents were born? https://www.history.org.uk/files/download/25233/1637939666/EYFS_History_focused_scheme_of_work.pdf	Who are our local heroes? Heroes in stories.	
NC links	Changes within living memory	Changes within living memory, local history study	
Year 2	Great Fire of London Local History https://www.history.org.uk/primary/categories/217/resource/7518 Remembrance Day https://www.history.org.uk/primary/resource/8567	Significant Individuals comparison of life in different periods Suggested People - Rosa Parks and Malala, Mary Seacole and Edith Cavell, Who was Walter Tull? (Respect - The Walter Tull story. ' (Resources: https://www.history.org.uk/primary/resource/9081/scheme-of-work-walter-tull https://www.history.org.uk/files/download/24888/1630597191/Walter_Tull_Significant_Individuals_KS1__Scheme_of_Work.pdf	
NC links	Events beyond living memory that are significant nationally and globally.	Significant people	
Year 3	Strong Age to Iron Age I journey through time how has Europe changed from the Stone Age to present day? (History) https://www.history.org.uk/primary/resource/7537	Greeks Greeks influence on the modern world Who were the Greeks? How do the Greek influence us today? Were the Greeks gods? https://www.history.org.uk/primary/resource/6791/scheme-of-work-ancient-greece Olympics Myhology Theatre	
NC links	Changes and Britain	Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Year 4	Romans How did the Romans adapt to life in Britain? Why didn't the Romans conquer Scotland? https://www.history.org.uk/resource/3703 https://www.history.org.uk/files/download/22605/1588689783/PH85TeachingRomansinBritainHadriansWallSueTemple.pdf http://www.bbc.co.uk/ahistoryoftheworld/objects/-Les4Gu0RCG-_J7O_JR7GQ	The Anglo Saxons and The Vikings vicious warriors or peaceful settlers. Enquiry Questions 1. Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? 2. How well did the Anglo-Saxons and vikings get on with each other? 3. What was life really like in Anglo-Saxon and Viking Britain? 4. What did the Anglo-Saxons and vikings leave behind? Resources: https://www.history.org.uk/files/download/23276/1599117344/Primary_SoW_The_effects_of_Anglo_Saxon_Viking_and_Scots_settlement_in_Britain.pdf https://www.history.org.uk/primary/categories/177/resource/6919 https://www.history.org.uk/files/download/19440/1508424845/PH_77_Sarah_Whitehouse_Vikings.pdf	
NC links	Changes in Britain	Settlement- the struggle for the Kingdom of England to the time of Edward the Confessor.	
Year 5	Tudors / Elizabethans /including modern monarchs Explore the changing powers of monarchs. https://www.history.org.uk/primary/resource/8721/primary-scheme-of-work-the-elizabethans https://www.history.org.uk/primary/resource/3864/britain-and-the-wider-world-in-tudor-times https://www.history.org.uk/files/download/24420/1623162234/PH88_Exploring_empire_artefacts_and_local_history_DanLyn_donCohen.pdf	Ancient civilisation- choose one Egyptians, Sumer, Indus,	
NC links	A study of an aspect of British History that extends pupils chronological knowledge beyond 1066	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of -Ancient China	
Year 6	Second World War Battle of Britain Home Front - what was the impact of WWI on our local area London, including the Windrush https://www.history.org.uk/files/download/24866/1630497186/World_War_2_Scheme_of_Work_2021.pdf https://www.history.org.uk/files/download/23677/1608039448/Migration_Scheme_of_Work.pdf	Benin/ Mayans/ Lines of enquiry; 1. What is Africa's big picture? 2. if objects could speak what story would they tell? 3. Why was Benin worth visiting in Tudor and Stuart times? 4. Telling a story: Why is the story of Eweka so important ? https://www.history.org.uk/primary/resource/7531 https://www.history.org.uk/files/download/23356/1599748514/Benin_Scheme_of_Work.pdf	
	Local study A significant turning point in British history	Non-European society that provides contrasts with British history	

Figure 2: Vocabulary list from *Primary History 69*

Key KS1 and KS2 historical terms

AD	Church	Emigrant	Invention	Nation	Revolt
Agriculture	Christianity	Emperor	Iron Age	Nomad	Sacrifice
Ancient civilisations	Chronology	Empire	Islam	Oral history	Secondary evidence
Archaeology	Colony	Execution	King/Queen	Parliament	Settler
Aristocracy	Conquest	Explorer	Local	Past	Significance
Artefact	Continuity	Global	Long ago	Peasant	Slave
BC	Court	Gods/Goddesses	Metal-working	Pope	Stone Age
Bronze Age	Crusades	Heresy	Migration	Prehistory	Torture
Calendar	Dark Ages	Hunter-gatherer	Missionary	Present	Traitor
Causation	Decade	Immigrant	Monarchy	Primary evidence	Treason
Century	Democracy	International	Monastery	Rebellion	Yesterday
Change	Discovery	Interpretation	Museum	Republic	
	Diversity	Invasion	Myths and legends		

SUBJECT: Yr1 History

Subject: History – Autumn Term			
Year	One	Unit of learning	Who Am I?
<div>Learning Objectives:</div> <div>To create a timeline of their lives</div> <div>Sequence significant events in their life</div> <div>To learn about a significant individual in their life - mum, dad, grandmother, grandfather etc</div> <div>Order date from when they were born to present day</div> <div>Describe memories and granges that have happened in their lives</div> <div>Can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, recently, when my parents/carers were children, decades, and centuries.</div>			
Prior Learning			
<div>Children will have an understanding of yesterday, last week, last month, last year.</div> <div>They will be beginning to understand that there was a time before they were born</div>			
Key learning			
<div>Children will learn</div> <div>That there was a time before they were born</div> <div>What a timeline is and what it can show us</div> <div>To sequence events and dates</div>			
Key Vocabulary			
To use words and phrases such as: Old, new, earliest, latest, past, present, future, new, newest, old, oldest, modern, before, after to show the passing of time			
Planning support (website links etc):			
<div>https://www.history.org.uk/files/download/25233/1637939666/EYFS_History_focused_scheme_of_work.pdf</div> <div>https://www.history.org.uk/primary/categories/217/resource/7518</div> <div>https://www.history.org.uk/primary/resource/9548/teaching-local-history-through-a-family</div>			

Subject: History - Spring Term			
Year	One	Unit of learning	Toys and Games
<p>Learning Objectives:</p> <p>Can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, recently, when my parents/carers were children, decades, and centuries.</p> <p>Investigate and understand that things change as time passes and identify differences between aspects of their own lives and past times.</p> <p>Compare people and aspects of life in different time periods e.g. household objects, toys</p> <p>Learn about the lives of significant individuals in the past that contributed to national and international events. Two can be used to compare different time periods.</p> <p>To observe and use pictures, photographs and artefacts to find out about the past Study the way of life of people in the more distant past who lived in the local area</p>			
Prior Learning		Key Learning	
<p>There was a time before they were born</p> <p>What a timeline is</p> <p>Are able to sequence events by date on a time line</p> <p>Are able to identify past events through pictures and artefacts</p> <p>Are able to make a comparisons</p> <p>Are beginning to ask historical questions</p>		<p>To make comparisons with toys past and present</p> <p>To understand that in the past their was limited amount of materials to use to make toys</p> <p>To ask questions and create enquiry to find out more about the past</p> <p>To understand how a child’s life has changed overtime</p>	
Key Vocabulary			
<p>Toys, past, present, new, old, rich, poor, materials, money, playtime, plastic, wood, metal, outside, inside,</p>			
<p>Planning support (website links etc):</p>			
<p>https://www.history.org.uk/files/download/24762/1628758166/EYFS_Medium_Term_Plan_Toys_and_Games_Updated_10.08.21.pdf</p> <p>The Museum of Childhood</p>			

Subject: History – Summer Term			
Year	One	Unit of learning	All the Fun at the Fair Leisure and Pleasure
<p>Learning Objectives:</p> <p>Can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, recently, when my parents/carers were children, decades, and centuries.</p> <p>Investigate and understand that things change as time passes and identify differences between aspects of their own lives and past times.</p> <p>Compare people and aspects of life in different time periods e.g. household objects, toys</p> <p>Learn about the lives of significant individuals in the past that contributed to national and international events. Two can be used to compare different time periods.</p> <p>To observe and use pictures, photographs and artefacts to find out about the past Study the way of life of people in the more distant past who lived in the local area</p>			
Prior Learning		Key learning	
Children will have an understanding of yesterday, last week, last month, last year. They will be beginning to understand that there was a time before they were born They will be learning that the past looked different and how to make comparisons.		To make comparisons with the present To identify difference and changes over time To begin to ask why and how things happened and changed To understand that there was a time before they were born To use time related vocabulary To talk about the differences in the past To sequence dates and pictures on a time line	
Key Vocabulary			
Fair, fun, carousel, steam power, past, present, Victorian, Edwardian, Frost Fair, Thames, London, entertainment, travel, exotic, unusual, theme park, thrill, excitement, bumper cars, waltzers, nostalgia			
Planning support (website links etc):			
https://www.history.org.uk/files/download/23469/1603873815/PH86AllthefunoffthefairAlfWilkinson.pdf			
https://www.bbc.co.uk/ideas/videos/a-nostalgic-spin-around-the-history-of-the-funfair/p087fpn9			

SUBJECT: Yr2 History

Subject: History Autumn Term			
Year	Two	Unit of learning	Great Fire of London
Learning Objectives			
<p>Know that historical events can be sequenced and can put people, events and objects in chronological order on a time line.</p> <p>Know that a world existed before they were born by studying events that are significant, nationally or globally (e.g. Great Fire of London, first aeroplane flight, festivals)</p> <p>Investigate and understand that things change as time passes and identify</p> <p>Compare people and aspects of life in different time periods e.g. household objects, toys</p> <p>Look at a range of evidence (pictures, books, eye-witness accounts, photos, artefacts, buildings, visits and the Internet).</p> <p>Understand why some people in the past did things.</p> <p>Recount some details from the past using evidence.</p> <p>Look at 2 versions of the same event and identify differences in the accounts.</p> <p>Find answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <p>To use drama and role play to communicate their knowledge about the past.</p> <p>To talk and write about things from the past</p>			
Prior Learning		Future Learning	
Children will have learnt about their own family history and have an understanding of chronology.		Children will learn to make comparisons of the past with the present.	
They will have an understand that their was a time before they were born.		They will learn about primary and secondary resources and how resources can be used to create a picture of the events in the past.	
		They will learn to interprets and make enquiry into the past.	
Key learning		Possible Evidence	
Recount details of the Great Fire of London		Able to write or act out a recount o the events in the great fire	
Can put events into chronological order		Able to put events in chronological order	
Understand why people in the past acted as they did		Can talk about and hypothesise about the events	
How did the events of the past have an effect on the future		They ask questions about the events in order to understand why they happened and how people reacted.	
Are able to analyse, enquire, interpret versions of the same event		They show curiosity and show a desire to find out more.	
Use a range of sources that provide evidence of what happened in the past.			
Key Vocabulary (vocabulary can be added as you see fit)			
Fire, London, St Pauls Cathedral , panic, hot, ablaze, smoulder, pudding lane, smoke, shouting, wailing, King Charles, Sire Christopher Wren, Samuel Pepys, Tower of London,			
Planning support (website links etc):			
<p>https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/great-fire-london/story-great-fire-london/</p> <p>https://youtu.be/weEveQ4nz4g</p> <p>https://www.totallytimelines.com/the-great-fire-of-london-1666/#google_vignette</p> <p>https://www.history.org.uk/primary/categories/7/module/3964/the-great-fire-of-london-1666</p> <p>Visits:</p> <p>Tower of London, St. Paul’s Cathedral, Puddding Lane, London Museum.</p>			

Subject: History Spring Term			
Year	Two	Unit of learning	Walter Tull
<p>Learning Objectives:</p> <p>Know that historical events can be sequenced and can put people, events and objects in chronological order on a time line</p> <p>Can understand the difference between things that happened in the past and the present.</p> <p>Learn about the lives of significant individuals in the past who contributed to national and international events.</p> <p>Compare people and aspects of life in different time periods e.g. household objects, toys</p> <p>Understand why some people in the past did things.</p> <p>Study the way of life of people in the more distant past who lived in the local area, elsewhere in Britain or overseas.</p> <p>Asks and answers questions such as: ‘What was it like for a?’, ‘What happened in the past?’, ‘How long ago did happen?’,</p> <p>Estimate the ages of people by studying and describing their features.</p>			
Prior Learning		Future Learning	
Children will previously learnt: About the changes in their living memory That their was a time before they were born To build a timeline of their lives and their history That things change overtime		Children will learn how to place different events in history on a time line Children will begin to understand that attitudes and belief change over time Children will learn to use a range of evidence to inform them about the past Children will begin to understand what a primary and secondary resource is.	
Key learning			
Children will learn about Walter Tull and his life They will learn about the different attitudes and beliefs that people had towards black people in the past. They will understand how the life of Walter Tull effected people in the present and how attitudes have changed They will make a comparison to the lives of black footballers today, what has changed and what hasn’t			
Key Vocabulary			
Past, present, racism, discrimination, challenges, hero, determination, resilience, ignorance, success, fight, war, football team, famous, significant, Walter Tull, Timeline, sources, childhood, compare, change, experience, Bristol, Northampton. World War 1, individual, achievement, images, different, similar			
Planning support (website links etc):			
https://www.history.org.uk/files/download/24888/1630597191/Walter_Tull_Significant_Individuals_KS1_Scheme_of_Work.pdf			

Subject: History – Summer Term			
Year	Two	Unit of learning	Seaside Past and Present
Learning Objectives:	To sequence pictures to seaside past to present To use historical artefacts (photos, objects etc) and talks about what they tell us about the past To recognise similarities and differences between past and present To observe and handle evidence to find answers about the the past based on simple observations To talk and write about things from the past Study the way of life of people in the more distant past who lived in the local area, elsewhere in Britain or overseas. Asks and answers questions such as: ‘What was it like for a?’, ‘What happened in the past?’, ‘How long ago did happen?’, Estimate the ages of people by studying and describing their features.		
Prior Learning		Future Learning	
Children will have learnt about their own past and understand that there was a time before they were born		Children will learn how to identify photographs and artefacts form the past,	
Key learning		Possible Evidence	
Children will understand how the seaside has changed over time Children will be able to talk about the reasons for these changes Children will learn to look closely at evidence so that they are able to observe and comment on the past and compare to the future.		Children will begin to look very closely at pictures and make comparisons to their own life. Children will pick up a picture or object and they will have developed skills that mean they are curious to find out more about the object /photo. They have learnt to ask why, why, how, when, who,, Children	
Key Vocabulary			
Past, present, future, old, new, ancient, photograph, artefact, beach, beach hut, swimming, clothes, weather, landscape, transport, holiday, day trip, deck chair, health,			
Planning support (website links etc):			
Gather a range of photos that show the seaside over time Pick one photo and model with the children how you would look closely at the picture to finds out moresupport the children to develop curiosity, to ask questions and want to find out more. Show the pictures to the children perhaps each group has a photo from a different time period. Give the children the photos and on each table they answer the who, what, where, when, why questions. They feedback to		Historical association Twinkl You tube videos TES https://irp-cdn.multiscreensite.com/8a62d850/files/uploaded/seaside-education-pack-final-word-version-August-2015.pdf https://www.twinkl.co.uk/search?year1=2&year2=3&q=seaside+past+and+present&c=244&ca=22&ct=ks1&r=teacher&fa=2.3	

SUBJECT: Yr3 History

Subject: History – Autumn		
Year: 3	Curriculum links:	Unit of learning: Stone Age - Iron Age
<p>Lines of enquiry (for learning objective see the lesson plan in link below)</p> <p>This unit is structured around 4 sequential history enquiries:</p> <p>1. What was ‘new’ about the New Stone Age?</p> <p>2. Which was better, bronze or iron?</p> <p>3. If you were Julius Caesar, would you have invaded Britain in 55BC?</p> <p>4. When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>		
Prior Learning	Key learning	
<p>How to order events chronologically</p> <p>Understand that there are many periods of history that can be plotted on a time line</p> <p>Some understanding of how to use different resources to find out about the past.</p> <p>Are able to ask enquiring questions and are curious about the past.</p>	<p>Know that archaeological evidence from the distant past is subjective and open to interpretation</p> <p>Evidence from Stone Age come archeologists, artefacts that are found change our opinions about the past, we are learning all the time.</p> <p>Know where and how evidence from the distant past is found i.e. archaeology</p> <p>Use a range of different sources of information, including ICT, documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to find out about events, people and changes in the past</p> <p>Ask and answer questions about the past using observations from historical sources such as ‘How did people?’</p> <p>What did people do for?’</p> <p>*Begin to select, communicate and organise information about the past</p> <p>Know that archaeological evidence from the distant past is subjective and open to interpretation</p>	
Key Vocabulary		
<p>Iron Age, Bronze Age, Stone Age, Ice age, people, early humans, mammoths, survival, diet, living, housing, clothing changes, immigrants, crops, live stock, evidence archeologists, settlements, chronology, Europe, Britain, Romans, Jules Ceasar,</p>		
Planning support (website links etc):		
https://www.history.org.uk/files/download/24885/1630596414/Primary_SoW_Stone_Age_to_Iron_Age_2020.pdf		

Subject: History –Spring		
Year: 3	Curriculum links:	Unit of learning: Shang Dynasty
<p>Lines on Enquiry - (to see learning objectives see the scheme of work below)</p> <p>This unit is structured around 4 sequential history enquiries:</p> <p>1. When and where did the Shang live?</p> <p>2. What was found in Fu Hao’s tomb?</p> <p>3. What does this tell us about life in Shang times?</p> <p>4. What do we still need to know and where might we find the answers to our questions?</p> <p>5. How important was Fu Hao?</p>		
Prior Learning	Key learning	
<p>Have an understanding of chronology</p> <p>Understand that the past has an effect on the future</p> <p>We can learn about the past through looking at artefacts</p> <p>Artefacts can be both primary and secondary</p> <p>Archeologists play an important role in helping us find out about the past</p> <p>Sometimes there are more questions than answers</p> <p>We need formulate our own opnions and lines of enquiry to find out more about the past</p>	<p>Develop an understanding that the past can be divided into different periods of time and that a timeline can be divided into periods i.e. BC and AD.</p> <p>Can use dates and vocabulary relating to the passing of time, including: ancient, modern, BC, AD, century and decade.</p> <p>Can place events, people and changes studied into correct periods of time on a time line.</p> <p>Find out about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children, houses and settlements, culture and leisure activities, clothes, way of life and actions of people, what was important to peoples lives, rich and poor, ethnic diversity of the societies, role of monarch/rulers, technology, science, art etc.</p> <p>Find out about the features of ancient civilizations and why they developed/failed.</p> <p>Find out about key people and their roles and know key events</p> <p>Begin to give reasons for and results of the main historical events, features and changes in the period studied</p> <p>Understand how some of the events of the past affect the UK today.</p> <p>Use a range of different sources of information, including ICT, documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to find out about events, people and changes in the past</p> <p>Ask and answer questions about the past using observations from historical sources such as ‘How did people?’</p> <p>What did people do for?’</p> <p>Begin to select, communicate and organise information about the past</p> <p>To look critically at the events of the past and analyse how they have effected our present.</p> <p>To use a range of primary and secondary resources to find out about the past</p> <p>To construct informed responses about one aspect of ice or key event in the past through careful selection and organisation of relevant historical information</p> <p>To gather more detail for sources such as maps to build up a clearer picture of the past</p> <p>To regularly address and sometimes devise own questions to find answers about the past</p> <p>To begin to undertake their own research</p>	
Key Vocabulary		
Chronology, time, past, present, artefact, sources, primary, secondary, archeologist, enquiry, debate, evidence, investigate, challenge, Shang, tomb, china, AD, BC, atlas, globe, map, dynasty, emporer, Fu Hao, objects,		
Planning support (website links etc):		
https://www.history.org.uk/files/download/22338/1584100891/Primary_SoW_Shang.pdf		
there are lots more links in the scheme of work .		

Subject: History – Summer		
Year 3	Curriculum links:	Unit of learning: Ancient Greece
<p>Learning Objectives:</p> <p>To place events, people and changes studied into correct periods of time on a time line.</p> <p>To find out about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children, houses and settlements, culture and leisure activities, clothes, way of life and actions of people, what was important to peoples lives, rich and poor, ethnic diversity of the societies, role of monarch/rulers, technology, science, art etc.</p> <p>To find out about key people and their roles and know key events</p> <p>To begin to select, communicate and organise information about the past, using a range of sources both primary and secondary</p> <p>To use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms</p> <p>To present, communicate and organise ideas about the past using models, drama, role play, and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</p> <p>To start to present ideas based on their own research, using a range of media.</p>		
Prior Learning	Key learning	
Understand that difference between things that happen in the past in comparison with the present understand time vocabulary and use correctly Know that historical events can be sequenced in chronological order on a timeline	Develop an understanding that the past can be divided into different periods of time and that a timeline can be divided into periods i.e. BC and AD. Can use dates and vocabulary relating to the passing of time, including: ancient, modern, BC, AD, century and decade. Find out about the features of ancient civilisations and why they developed/failed. Understand how some of the events of the past affect the UK today. Use a range of different sources of information, including ICT, documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to find out about events, people and changes in the past Ask and answer questions about the past using observations from historical sources such as ‘How did people?’ What did people do for?’ Begin to give reasons for and results of the main historical events, features and changes in the period studied To regularly address and sometimes devise own questions to find answers about the past Children should know and understand the significant aspects of the history of the wider world and learn about the nature of ancient civilisations	
Key Vocabulary		
Greeks, Romans, AD, BC, Rome, Emporer, Parthenon, Athens, Democracy, Persians, Pelopannesian, empire, golden age, Sparta, Alexander the Great, Conquer, war, civilisation, Olympics, legacy, emperor		
Planning support (website links etc):		
https://www.history.org.uk/files/download/24883/1630595716/Primary_SoW_Ancient_Greece.pdf		
https://www.history.org.uk/files/download/16237/1447767668/Freeman_and_Nichol.pdf		