

# HISTORY

## End of EYFS Expectations

Learning within History begins in the Early Years through 'Understanding the World'. This involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. (Statutory Framework for the EYFS, 2021).

### Past and Present – EARLY LEARNING GOAL

Children at the expected level of development will:

- Talk about the lives of the 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
- Understand the past through settings, characters and events encountered in books read in class and storytelling

## Key Stage 1 National Curriculum Expectations

Children 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 Children to historical periods that they will study more fully at key stages 2 and 3.

- Children 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.

## Key Stage 2 National Curriculum Expectations

Children 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 Children understand both the long arc of development and the complexity of specific aspects of the content.

- Children should be taught about:
  - changes in Britain from the Stone Age to the Iron Age
  - the Roman Empire and its impact on Britain
  - 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 Children' 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.

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## CURRICULUM COVERAGE

|        | AUTUMN               | SPRING                                | SUMMER                                |
|--------|----------------------|---------------------------------------|---------------------------------------|
| Year 1 | Toys through Time    | Flight                                | Kings & Queens                        |
| Year 2 | Great Fire of London | Florence Nightingale and Mary Seacole | History of Epsom                      |
| Year 3 | Stone Age            | Shang Dynasty                         | Ancient Egypt                         |
| Year 4 | Romans               |                                       | Anglo- Saxons in Britian              |
| Year 5 | Vikings              | Mayan civilization                    | Crime and Punishment through the ages |
| Year 6 | Epsom in WW2         | Ancient Greece                        |                                       |

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| Features of our<br>St. Martin's school<br>life | <b>Learning days / events linked to individual year group's History curriculum:</b><br>Dorking Museum toy box – Year 1<br>Great Fire of London– Year 2- Fire Safety talk<br>Stone Age Day – Year 3 ( <i>external provider - <a href="https://livinghistoryworkshops.co.uk/">https://livinghistoryworkshops.co.uk/</a></i> )<br>Roman Day – Year 4 ( <i>external provider - <a href="https://livinghistoryworkshops.co.uk/">https://livinghistoryworkshops.co.uk/</a></i> )<br>Anglo-Saxon Viking battle – Year 5<br>Greek god masks – Year 6 |                                                                                                                 |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                         |                                                                                                                                              |                                                                                                                                                                                                        |
|                                                | YEAR 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | YEAR 2                                                                                                          | YEAR 3                                                                                                                                                                                                                                                | YEAR 4                                                                                                                                                                                                  | YEAR 5                                                                                                                                       | YEAR 6                                                                                                                                                                                                 |
| Vocabulary                                     | Past, present, old, new, a long time ago, recently, when my parents/carers were children, years, timeline, monarch, king, queen, travel, glider, flight                                                                                                                                                                                                                                                                                                                                                                                      | oldest, newest, nursing, Florence Nightingale, Mary Seacole, flammable, overhang, firefighter, then, now, Epsom | artefacts, archaeologist, Neolithic, Skara Brae , hunter-gatherer<br>Stonehenge, nomad/nomadic, ancestors, chariot, dynasty, inscription, bronze, jade, tomb, hieroglyphs, Pharoah, pyramid, civilisation, ancient, papyrus, afterlife, mummification | Boudicca, Romans, invasion, civilisation, Emperor Caesar, republic, empire, army/soldiers, resistance, gods/goddesses, invention, archaeologist, archaeology, sources, importance, significance, legacy | timeline, monarch, invasion, settler, civilisation, maya, ball game, temple, Priest, hieroglyphs, pyramid, ancient, warrior, maize, creation | World War I, World War II, alliance, appeasement, propaganda, evacuation, Blitz, Home Front B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, Ancient Greece, The Ancient Greeks |

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| <p><b>Changes to National Life in Britain</b></p> | <p><b>In the unit of Toys-</b></p> <p>Understand 'present' and 'past'.</p> <p>Understand 'same' and 'different'.</p> <p>Understand and describe how toys have changed over time.</p> | <p><b>In the unit of the Great Fire of London-</b></p> <p>Understand how homes were built differently after the Great Fire.- brick and glass</p> | <p><b>In the unit Stone Age to Iron Age-</b></p> <p>Know that the earliest settlers to Britain were hunter gatherers.</p> <p>Understand the lifestyle of Stone Age men</p> <ul style="list-style-type: none"> <li>spears were used for hunting,</li> <li>Heavy hand-axes were used to break bones of large animals</li> <li>they lived in small shelter which were often found near lakes.</li> </ul> <p>Explain the impact of farming on;</p> <ul style="list-style-type: none"> <li>taming wild animals, growing wheat and barley, need for flint tools, clearing forests for farming, use of pottery.</li> </ul> <p>Understand that Stonehenge was built about 5,000 years ago, in stages.</p> <p>Know reasons for why it was built and understand we cannot be sure.</p> <p>List two characteristics of life in an Iron Age hill fort community;</p> <ul style="list-style-type: none"> <li>the remains of animal bones show farming was important</li> <li>combs for wool suggests they wove woollen cloths.</li> </ul> | <p><b>In the unit Romans in Britain-</b></p> <p>Know two reasons why the Roman Empire invaded Britain</p> <ul style="list-style-type: none"> <li>raw materials such as corn, iron, also Claudius' personal motivation.</li> </ul> <p>Compare Caesar and later Claudius' reasons for invasion.</p> <p>List 3 reasons for the demise of the Roman Empire;</p> <ul style="list-style-type: none"> <li>costs of running empire</li> <li>need to increase taxation</li> <li>use of barbarians in army</li> <li>impact on morale.</li> </ul> <p>List legacies of the Roman settlement.</p> <ul style="list-style-type: none"> <li>roads</li> <li>place-names</li> <li>surviving buildings</li> <li>latin</li> <li>calendar</li> <li>money</li> </ul> <p>Know that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</p> | <p><b>In the unit of Vikings in Britain-</b></p> <p>Understand where the Vikings came from and why they come to Britain.</p> <p>Know the Vikings were a threat from the sea.</p> <p>Locate the Vikings in time in relation to the Romans and Saxons.</p> <p>Know that Vikings kept arriving to Britain for almost 300 years- first as raiders then as conquerors.</p> <p>Identify a period when the Vikings were successful and another when they were not.</p> <p>Understand the importance of the Danelaw as an area of Viking settlement.</p> <p>Know two turning points to that catalysed Viking fortune of invasion;</p> <ul style="list-style-type: none"> <li>when they conquered most of North and central Britain</li> <li>when they were halted by Alfred</li> <li>the Danelaw</li> </ul> <p>Understand the significance of archaeological evidence changing our view of the Vikings recent finds at Jorvik, York about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded.</p> <p>Understand Vikings simply changed Saxon town/village</p> | <p><b>In the unit of World War Two-</b></p> <p>Understand how the actions of Hitler threatened European peace.</p> <p>Understand what is meant by the term appeasement.</p> <p>Explain why Britain ultimately took the decision to go to war.</p> <p>Understand that children's experience of evacuation varied.</p> <p>Give reasons why the government's portrayal was so positive.</p> <p>Give examples of how the government prepared to withstand the Blitz and to keep up morale.</p> <p>Describe a range of roles adults played on the Home Front.</p> <p>Explain how each group helped to develop the 'Blitz Spirit'.</p> <p>Identify key features of resistance to German invasion;</p> <ul style="list-style-type: none"> <li>Trying on gas masks, Home Guard, Battle of Britain, Blitz, Evacuation, Rationing Fire, service, Air-raid and shelters.</li> </ul> <p>Describe how VE Day was typically celebrated.</p> <p>Investigate and describe what life was like in the locality during World War II.</p> |
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| ACC                                                        | Explore, Develop and Evaluate idea- Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Epsom – Our locality – Y1<br>Materials- Yr 2<br>Rounds: London's Burning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Drawing- Y3<br>Sculpture- Y3-6 | UK Counties and Cities of the UK – Y3<br><br>Mosaics- Y4                                                                                                                                                                                                                                                                                              | UK Counties and Cities of the UK - Y3                                                                                                                                                                                                                             | Europe - Y4                                                                                                                                                                                                                                                                                                                             |
| Catalysts of change- Significant national or global events | <p><b>In the unit of Flight-</b><br/>Sequence five major changes in flight over time.</p> <ul style="list-style-type: none"> <li>Planes were invented</li> <li>Planes made out of metal rather than wood</li> <li>Planes were fitted with jet engines instead of propellers</li> <li>Planes carried passengers not just the crew</li> <li>Planes were built which didn't need a pilot and were operated from the ground</li> </ul> <p>Explain two consequences to flight because of the Wright brothers.</p> <ul style="list-style-type: none"> <li>1909 Bleriot manages to fly across the English Channel</li> <li>1920s Bi-Planes made out of metal not wood.</li> </ul> | <p><b>In the unit of the Great Fire of London-</b><br/>Sequence five main events of the Great Fire.</p> <ul style="list-style-type: none"> <li>fire started on Sunday the 2nd of September 1666 in a bakery</li> <li>by 7am the next day more than 300 houses had been destroyed</li> <li>on Tuesday; many more buildings were destroyed including St. Pauls Cathedral.</li> <li>Wednesday the wind died down and the fire stopped spreading so quickly</li> <li>by Thursday evening all the fires had been put out</li> </ul> <p>Identify reasons for why the fire burnt so many buildings and spread so quickly.</p> <ul style="list-style-type: none"> <li>The long hot summer, the nature of the wooden buildings with thatch roofs, the cramped nature of the buildings often overhanging.</li> </ul> |                                | <p><b>In the unit of Roman Britain-</b><br/>List legacies of the Roman settlement.</p> <ul style="list-style-type: none"> <li>roads</li> <li>place-names</li> <li>surviving buildings</li> <li>latin</li> <li>calendar</li> <li>money</li> </ul> <p>Know that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</p> | <p><b>In the unit of Crime and Punishment through the ages-</b><br/>Understand the impact of the introduction of prisons.</p> <p>Know that the 19<sup>th</sup> Century was a period of growth in prisons: 90 new ones in the first 40 years Victoria's reign.</p> | <p><b>In the unit of World War Two-</b><br/>Understand why it was necessary to evacuate children eg understand that this would be a war in the air and that there would be vastly more civilian damage than in the First World War.</p> <p>Investigate and explain the reasons for fluctuating numbers of children being evacuated.</p> |

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|                      |                                                                                                                                                                                                                                                                               | <p>Understand the fire-fighting methods used.</p> <ul style="list-style-type: none"> <li>fire hooks, leather buckets, fire squirts, fire engines- barrel on wheels with pump and hose, gunpowder kegs</li> </ul> <p>Know people were then more concerned about saving their belongings than putting out the fire.</p> <p>Understand factors which helped and hindered the fire spread.</p> <p>Explore the fire-fighting methods used</p> <ul style="list-style-type: none"> <li>fire hooks (which were very long and heavy)</li> <li>leather buckets</li> <li>fire Squirts</li> <li>fire engines- barrel on wheels with pump and hose</li> <li>gunpowder kegs to blow up buildings to create a fire break.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                            |
| ACC                  |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                           | WW2 Singing and rounds: Gershwin                                                                                                                                           |
| Compare and Contrast | <p><b>In the unit of Kings and Queens –</b></p> <p>Name three significant British monarchs since 1066.</p> <ul style="list-style-type: none"> <li>King Henry VIII, Queen Elizabeth, King Charles III</li> </ul> <p>Know that King Charles III is the British monarch now.</p> | <p><b>In the unit of Florence Nightingale and Mary Seacole-</b></p> <p>Understand key moments of Florence's early life.</p> <ul style="list-style-type: none"> <li>from a very wealthy family, privileged upbringing, stigma attached to nursing</li> </ul> <p>Give valid reasons for Florence's decision to go to the Crimea.</p> <ul style="list-style-type: none"> <li>her brave and determined character, drive to learn, be different, be useful,</li> </ul>                                                                                                                                                                                                                                                     | <p><b>In the unit of Ancient Egypt-</b></p> <p>Explain two similarities and two differences of life in Stone Age Britain and Ancient Egypt.</p> <p><b>In the unit of Stone Age to Iron Age-</b></p> <p>Compare features of Stone Age dwellings and Iron Age Forts.</p> <p><b>In the unit of Shang Dynasty-</b></p> <p>Compare similarities and differences between The Shang</p> | <p><b>In the unit of Anglo-Saxon Britain-</b></p> <p>Discuss reasons for and against the question 'Were the Saxon times really dark?'</p> <p>Compare dark and revolutionary moments in Saxon life.</p> | <p><b>In the unit of Crime and Punishment through the ages-</b></p> <p>Know how criminals punished 800 years ago they understand that justice in the Middle Ages depended almost entirely on the community.</p> <p>Explain why so many in the Medieval Ages were found not guilty of serious crimes.</p> <p>Know that justice was in favour of the rich and powerful.</p> | <p><b>In the unit of Ancient Greece-</b></p> <p>Compare different versions of the Battle of Marathon and give 2 or 3 valid reasons why textbook accounts might differ.</p> |

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|     | <p>Compare two key British monarchs Queen Elizabeth and Queen Victoria.</p> | <p>have a job, Sidney Herbert asked Florence to lead a team of nurses</p> <p>List Florence's greatest achievements.</p> <ul style="list-style-type: none"> <li>o started training of nurses</li> <li>o improved hospitals making them much cleaner and safer</li> <li>o first woman to be given the Order of Merit medal</li> <li>o revolutionised treatment for injured soldiers</li> </ul> <p>Know who Mary Seacole was and what she did to support British soldiers.</p> <ul style="list-style-type: none"> <li>o From Jamaica, not a trained nurse but helped British soldiers during the Crimean War</li> <li>o Despite being rejected many times and having to fund her own way to Crimea, she looked after many soldiers on the battlefield providing food and care</li> </ul> <p>Understand why Mary Seacole is thought to be the greatest black Briton and know how she is celebrated.</p> <ul style="list-style-type: none"> <li>o portraits, paintings and a plaque commissioned in her honour</li> </ul> | <p>Dynasty with the Stone Age period.</p> |  | <p>Know that if people ran away from justice you would be declared an outlaw and could be killed on sight.</p> <p>Know fear of consequences including capital punishment, fines, whipping, public humiliation and imprisonment was key to stop people committing crimes.</p> <p>Know how crimes and punishments changed between 1500 and 1750 with more vagrancy witchcraft, religious practices there was a greater focus on humiliation with; stocks/pillory, whipping and burning heretics alive and hanging witches.</p> <p>Understand why punishments become so bloody in the 18th century.</p> <ul style="list-style-type: none"> <li>o the Bloody Code meant punishments were as harsh as possible for trivial offences (often over property) to deter people from committing crime.</li> </ul> <p>Know the impact of transporting criminals to Australia and the reasons why this was used as a punishment.</p> <p><b>In the unit of Viking Britain-</b><br/>Distinguish between a Saxon and Viking account of the same event.</p> |  |
| ACC |                                                                             | Life Learning Dreams and Goals-Y1,2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |

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|                     |  | Animals including Humans- Yr 2<br>Non-Fiction- Yr 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Early Civilisations |  |                                                     | <p><b>In the unit of Shang Dynasty-</b><br/>Use sources find out about the Shang Dynasty?</p> <p>Recall five facts about the Shang Dynasty?</p> <p>Compare similarities and differences between The Shang Dynasty with the Stone Age period.</p> <p>Explain what was important to the people living in the Shang Dynasty.</p> <p>Know why did the Shang Dynasty come to an end.</p> <p><b>In the unit of Ancient Egypt-</b><br/>Know the iconic features of Ancient Egyptian civilization</p> <ul style="list-style-type: none"> <li>the Pyramids of Giza, hieroglyphics and the Nile irrigation system.</li> </ul> <p>Locate the Nile valley on a map. Understand the importance of the Nile and the annual floods.</p> <ul style="list-style-type: none"> <li>provided not only water for crops but also fertile soil</li> <li>mud for bricks and pots,</li> <li>fishing,</li> <li>papyrus reeds</li> <li>key means of transport.</li> </ul> <p>Know the Ancient Egyptians wrote in hieroglyphics.</p> <p>Explain why pyramids were built and the evidence within the</p> | <p><b>In the unit of Roman Britain-</b><br/>Know why the Roman army was so powerful</p> <ul style="list-style-type: none"> <li>organisation</li> <li>conditions</li> <li>pay.</li> </ul> | <p><b>In the unit of Mayan civilization-</b><br/>Know a range of Mayan achievements;</p> <ul style="list-style-type: none"> <li>building huge stone stepped pyramids</li> <li>many large cities, some of 100,000 people without the use of the cartwheel or metal tools.</li> </ul> <p>Know that the Mayan's developed their own mathematics.</p> <p>Know they also had their own system of writing.</p> <p>Know that the Mayan's greatest cities had 10,000s of inhabitants and that the civilisation lasted 2,000 years.</p> <p>Know these were some of the largest cities in the world at the time. They were one of the most sophisticated societies of their age.</p> <p>Know reasons for the growth of Maya because Mayans knew how;</p> <ul style="list-style-type: none"> <li>to grow crops like maize (slash and burn technique)</li> <li>irrigate fields</li> <li>how to hunt e.g. for deer, and to trade.</li> </ul> <p>Understand that society was hierarchical.</p> | <p><b>In the unit of Ancient Greece-</b><br/>Locate Ancient Greece, Crete, Athens and Sparta on a map.</p> <p>Know that Ancient Greece consisted of city states such as Athens and Sparta who were rivals</p> <p>Place Ancient Greece on a simple timeline.</p> <p>Understand that the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands.</p> <p>List 3 reasons why Athens was so strong.</p> <p>Explain why the Battle of Marathon was fought and can give reasons for defeat of Persia.</p> <p>Know the role of women in Ancient Greece and understand what life was like for them.</p> <p>Understand the significance of Pericles and the Parthenon.</p> <p>Explain how the first Olympics began.</p> |

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|                     |  |                                                                                                                                                                                                                                                                                                                                                               | <p>tombs revealed what life was like in Ancient Egypt.</p> <p>Know what the Ancient Egyptians believed about the after life and death and understand the process of mummification.</p> |  | <p>Know that Mayan cities had a dramatic stepped pyramid topped by a temple.</p> <p>Know that lives of common people are very poorly recorded.</p> <p>Know there are many explanations for the demise of Mayan civilization</p> <ul style="list-style-type: none"> <li>drought, over-population, warfare, poor land, popular discontent, disease)</li> </ul> <p>Know that it is difficult to be certain, without written records.</p> |                                                                |
| ACC                 |  |                                                                                                                                                                                                                                                                                                                                                               | <p><b>Rivers and The Water Cycle – Y4</b></p> <p><b>Drawing- Y3</b></p> <p><b>Printing- Y5</b></p> <p><b>Egyptians: structure and performance</b></p>                                  |  | <p><b>South America – Y5</b></p> <p><b>Dance Unit -Yr 5</b></p>                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Europe- Y4</b></p> <p><b>Drawing- Y6</b></p>             |
| Local investigation |  | <p><b>In the unit local study of Epsom-</b></p> <p>Know three differences and three similarities between images of key landmarks in Epsom then and now.</p> <p>Understand the significance of the discovery of Epsom Salts to Epsom.</p> <p>Explain three ways in which Epsom has changed.</p> <p>Understand the significance of local Emily Davidson and</p> |                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Understand how Epsom was effected during World War Two.</p> |

# HISTORY

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|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | sequence key events in her life.<br><br>Know the importance of the Epsom Derby list three ways it has changed over the years.<br><br>Understand the significance of Lord Roseberry to Epsom.                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                     |
| ACC                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Epsom – Our Locality - Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                     |
| Historical Investigating | <p><b>In the unit of Toys-</b><br/>Generate questions 'Is it...' to guess the hidden toy.</p> <p>Sort toys into old and new. Use words 'same' and 'different' when sorting toys.</p> <p>Know photographs, memories of people themselves, actual objects, museums are ways of investigating what toys were like 60 years ago.</p> <p><b>In the unit of Transport-</b><br/>Match evidence to the statements on the Wright brothers first successful flight.</p> <p>Use photos and newspapers of the time as evidence to describe the public's reaction to Amy Johnson.</p> | <p><b>In the unit of the Great Fire of London-</b><br/>Use clues to work out where, when and why the fire started.</p> <p>Generate solutions for each of the problems that fuelled the fire.</p> <p>Evaluate the effectiveness of the firefighting methods.</p> <p>Identify the house that survived the fire from a street view from today.</p> <p>Debate who was most responsible for the fire and its damage?</p> <p><b>In the unit of Florence Nightingale and Mary Seacole-</b><br/>Explain how Mary Seacole's contribution to nursing has not been so well known.</p> | <p><b>In the unit of Shang Dynasty-</b><br/>Use sources find out about the Shang Dynasty?</p> <p><b>In the unit Stone Age to Iron Age-</b><br/>Understand the importance of the discovery at Skara Brae.</p> <p>Make deductions and answer questions about life in the Stone Age by studying evidence of buildings left behind at Skara Brae. Including; e.g. How do we know that the people living there were fishermen? How do we know that they ate pigs and cattle? How do we know that they grew crops? How do we know that their houses were dark?</p> <p>Decide what might have happened to the 52 skeletons of Maiden Castle using their knowledge of Iron Age hill fort life and support their</p> | <p><b>In the unit of Anglo-Saxon Britain-</b><br/>Argue for and against the question 'Were the Saxon times really dark?'</p> <p>Compare dark and revolutionary moments in Saxon life.</p> <p>Using a range of texts to support statements on dark Saxon life.</p> | <p><b>In the unit of Crime and Punishment through the ages-</b><br/>Infer meaning from medieval paintings.<br/>Interpret data from a pie chart showing the frequency of crimes and a line graph showing link between food prices and crime.</p> <p>Raise questions to investigate independently about trends in number crimes. Give possible reasons for the rise and fall in the crime rate, using prior knowledge and awareness of contemporary issues.</p> <p><b>In the unit of Mayan Civilisation-</b><br/>Use a range of written sources and pictures to visualise what a Mayan city might have looked like.</p> <p>Know our understanding based on archaeological</p> | <p><b>In the unit of World War Two-</b><br/>Know that much of the evidence from this period has to be questioned on validity.</p> <p>Explain how the government used: Censorship and Propaganda</p> <p>Evaluate a piece of wartime footage of the Blitz explaining how they know it was staged.</p> |

# HISTORY

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|     | <p>Understand and describe people's reaction to Amy Johnson.</p> <ul style="list-style-type: none"> <li>people were very excited to see her when she returned to England.</li> <li>Badges made to celebrate her journey</li> <li>Amy was given a prize of £10,000</li> </ul> | <p>Find evidence to support statements made about Mary Nightingales impact on improving soldier's lives.</p> | <p>judgement using a piece of evidence.</p>                                                       |                                         | <p>remains, Spanish Conquest sources, artefacts and hieroglyphs, oral tradition.</p> <p><b>In the unit Viking Britain-</b><br/>Understand how the Vikings gained their reputation from the exaggerated accounts written by monks.</p> <p>Know that until recently monks' records were main source of evidence.</p> <p>Answer key question- how should we remember the Vikings? Argue that raiders describe an early part of their contact with Britain, whereas settlers the later and can select appropriate evidence from given list to support judgement.</p> |                                         |
| ACC |                                                                                                                                                                                                                                                                              | Geographical fieldwork - Y2                                                                                  | <p>Seasons and Weather (→ throughout year) - Y1</p> <p>Beyond Face Values Y4<br/>Textiles- Y4</p> | Evaluating, Developing and Exploring Y4 | <p>Geographical fieldwork – Y5</p> <p>Evaluating, Developing and Exploring Y5</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evaluating, Developing and Exploring Y6 |