

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	Transport	Kings & Queens
Year 2	Great Fire of London	Mary Seacole & Florence Nightingale	Local study Epsom
Year 3	Beyond Face Value	Stone Age	Ancient Egypt
Year 4	Romans	Anglo-Saxons	
Year 5	Vikings	Maya civilization	Crime and Punishment through the ages
Year 6	Epsom in WW2	Ancient Greece	Local study

Features of our St. Martin's school life	Learning days / events linked to individual year group's History curriculum: Kings and Queens Day – Year 1 Great Fire of London re-enactment – Year 2 Stone Age Day – Year 3 (<i>external provider - https://livinghistoryworkshops.co.uk/</i>) Roman Day – Year 4 (<i>external provider - https://livinghistoryworkshops.co.uk/</i>) Anglo-Saxon Viking battle – Year 5 Greek god masks – Year 6					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary	old, new, a long time ago, recently, when my parents/carers were children, years, monarch, king, queen, travel, glider, flight	oldest, newest, nursing, Florence Nightingale, Mary Seacole, flammable	Stone Age, Iron Age, Celts, Neolithic, Bronze Age , Skara Brae , hunter-gatherer , religion ,spirits , Stonehenge ,hill forts, sacrifice , Britons nomad/nomadic hieroglyphs	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, Chichen itza, maize, creation	World War I, World War II ,trench ,war ,recruit, alliance, 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>Changes to National Life in Britain</p>	<p>In the unit of Toys-</p> <p>Understand the terms same and different and begin to use them when sorting toys.</p> <p>Develop understanding of time and describe how toys change as children grow older eg. Pram for new-born, Baby walker for toddler, Ride on truck for 2/3 year old, bike for a 5 yr old.</p>	<p>In the unit of the Great Fire of London-</p> <p>Understand the causes of the Great Fire. Think of remedies for each of the problems faced during the Fire. Eg. wider street, no overhanging upper storeys of houses, no houses made of wood etc.</p> <p>Identify the house that survived the fire from a street view from today.</p>	<p>In the unit Stone Age to Iron Age-</p> <p>Understand that Britain was once covered in ice. Know that the earliest settlers were hunter gatherers and lived in caves.</p> <p>Make deductions about the lifestyle of Stone Age men from images eg. spears were used for hunting, Heavy hand-axes were used to break bones of large animals, they lived in small shelter which were often found near lakes.</p> <p>Consider and explain the impact of farming esp. taming wild animals, growing wheat and barley/use of oxen/ need for flint tools/clearing forests for farming/use of pottery.</p> <p>Understand that Stonehenge was built about 5,000 years ago, in stages. Children know possible reasons for why it was built and understand we cannot be sure.</p> <p>List two or three characteristics of life in an Iron Age hill fort community and make comparisons with life in the Stone Age. eg. the remains of animal bones show farming was integral,</p>	<p>In the unit Romans in Britain-</p> <p>Know at least two reasons why the Roman Empire invaded Britain eg: raw materials such as corn, iron, also Claudius' personal motivation.</p> <p>Understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines.</p> <p>Make links ideas with concept of empire, eg: secure border, gain slaves.</p> <p>Compare Caesar and then 100 years later Claudius' reasons for invasion.</p> <p>Know why the Roman army was so powerful including organisation, conditions, pay etc. and prioritise them in order of importance.</p> <p>List at least 3 reasons for the demise of the Roman Empire e.g. costs of running empire and need to increase taxation, or use of barbarians in army and impact on morale.</p>	<p>In the unit of Vikings in Britain-</p> <p>Understand where the Vikings came from and why they attacked. Know that the Vikings were a real threat from the sea. 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 at least one 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>Identify 2 or 3 key turning points to that catalysed Viking fortune of invasion eg. when they conquered most of North and central Britain, when they were halted by Alfred, the Danelaw, and when Cnut was king.</p> <p>Understand the significance of archaeological evidence changing our view of the Vikings esp. recent finds at Jorvik, York e.g. about trade routes and jewellery so that</p>	<p>In the unit of World War Two-</p> <p>Understand how the actions of Hitler threatened European peace.</p> <p>Understand what is meant by the term appeasement.</p> <p>To explain why Chamberlain ultimately took the decision to go to war.</p> <p>Understand that children's experience of evacuation varied and can 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. Identify key features of resistance to German invasion: Trying on gas masks, Home Guard, Battle of Britain, Blitz, Evacuation, Rationing Fire, service, Air-raid and shelters.</p> <p>Describe a range of roles adults played on the Home Front which were unique to that time. Pupils explain how each group helped to develop the 'Blitz Spirit'.</p> <p>Describe how VE Day was typically celebrated and can explain why depictions of VE Day parties might vary.</p>
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			combs for wool suggests they wove woollen cloths.		they can see that Vikings were more than simple raiders; they also traded. Locate places with 6 of main Viking suffixes from a given map. Some can detect patterns of occupation and can investigate pre-fixes too. Understand Vikings simply changed Saxon town/village names by adding a suffix and there can distinguish between Roman Saxon and Viking place names.	
Catalysts of change- Significant national or global events	<p>In the unit of Transport-</p> <p>Sequence six major developments in flight over time placing the Wright brothers in correct chronological position.</p> <p>Explain at least 2 consequences to flight as a result of the Wright brothers.</p>	<p>In the unit of the Great Fire of London-</p> <p>Sequence at least 5 main events of the Great Fire in chronological order. Describe change over time using temporal connectives such as next, the day after, a few days later.</p> <p>Identify at least 4 reasons for why the fire burnt so many buildings e.g. the long hot summer, the nature of the wooden buildings with thatch roofs, the cramped nature of the buildings often overhanging.</p> <p>Understand factors which helped and hindered the fire spread.</p>	<p>In the unit of Stone Age to Iron Age-</p> <p>Understand the importance of the discovery at Skara Brae. 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>In the unit of Roman Britain-</p> <p>List and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. Children grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</p>	<p>In the unit of Crime and Punishment through the ages-</p> <p>Understand the impact of the introduction of prisons. They understand that the 19th Century was a period of growth in prisons: 90 new ones in the first 40 years of Victoria's reign.</p>	<p>In the unit of World War Two-</p> <p>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>Explore the fire-fighting methods used and identify their limitations: a. fire hooks (which were very long and heavy requiring 3 or 4 people to use them) b. leather buckets c. fire Squirts d. fire engines- barrel on wheels with pump and hose e. gunpowder kegs to blow up buildings to create a fire break.</p> <p>Understand that there was initial hesitation and most people were then more concerned about saving their belongings than putting out the fire.</p>				
Compare and Contrast	<p>In the unit of Kings and Queens –</p> <p>Place onto a timeline, significant British monarchs since 1066 including Elizabeth II, Henry VIII, Queen Victoria and King Charles.</p> <p>Know that King Charles is the British monarch now.</p> <p>Compare two key British monarchs.</p>	<p>In the unit of Florence Nightingale-</p> <p>Differentiate between the actions of Florence Nightingale and Mary Seacole.</p> <p>Explain how Mary Seacole’s contribution to nursing has not been so well known.</p> <p>Why doesn’t everyone agree that Mary deserves her statue at St.Thomas hospital?</p> <p>Give 3 reasons why Mary Seacole and Florence Nightingale deserves a statue. Children develop arguments for and against Florence having a statue there and for</p>	<p>In the unit of Ancient Egypt-</p> <p>What did Ancient Egypt have in common with the Stone Age happening in England? Children can explain two similarities and two differences of life in both Ancient civilisations.</p> <p>In the unit of Stone Age to Iron Age-</p> <p>List two or three characteristics of life in an Iron Age hill fort community and make comparisons with life in the Stone Age. eg. the remains of animal bones show farming was integral, combs for wool suggests they wove woollen cloths.</p>	<p>In the unit of Anglo-Saxon Britain-</p> <p>Develop a range of arguments for and against the question ‘Were the Saxon times really dark?’.</p> <p>Compare dark and revolutionary moments in Saxon life.</p> <p>Study a range of texts to investigate. Look for links for the statements they make on dark Saxon life. Be selective in their choice of material and evidence and tightly-focused on the question.</p>	<p>In the unit of Crime and Punishment through the ages-</p> <p>Know how criminals punished 800 years ago they understand that justice in the Middle Ages depended almost entirely on the community. Their only hope of protection from theft and violence was for everyone in the village or town to work together.</p> <p>Explain why so many in the Medieval Ages were found not guilty of serious crimes.</p> <p>Learn from the Robin Hood story that justice was in</p>	<p>In the unit of Ancient Greece-</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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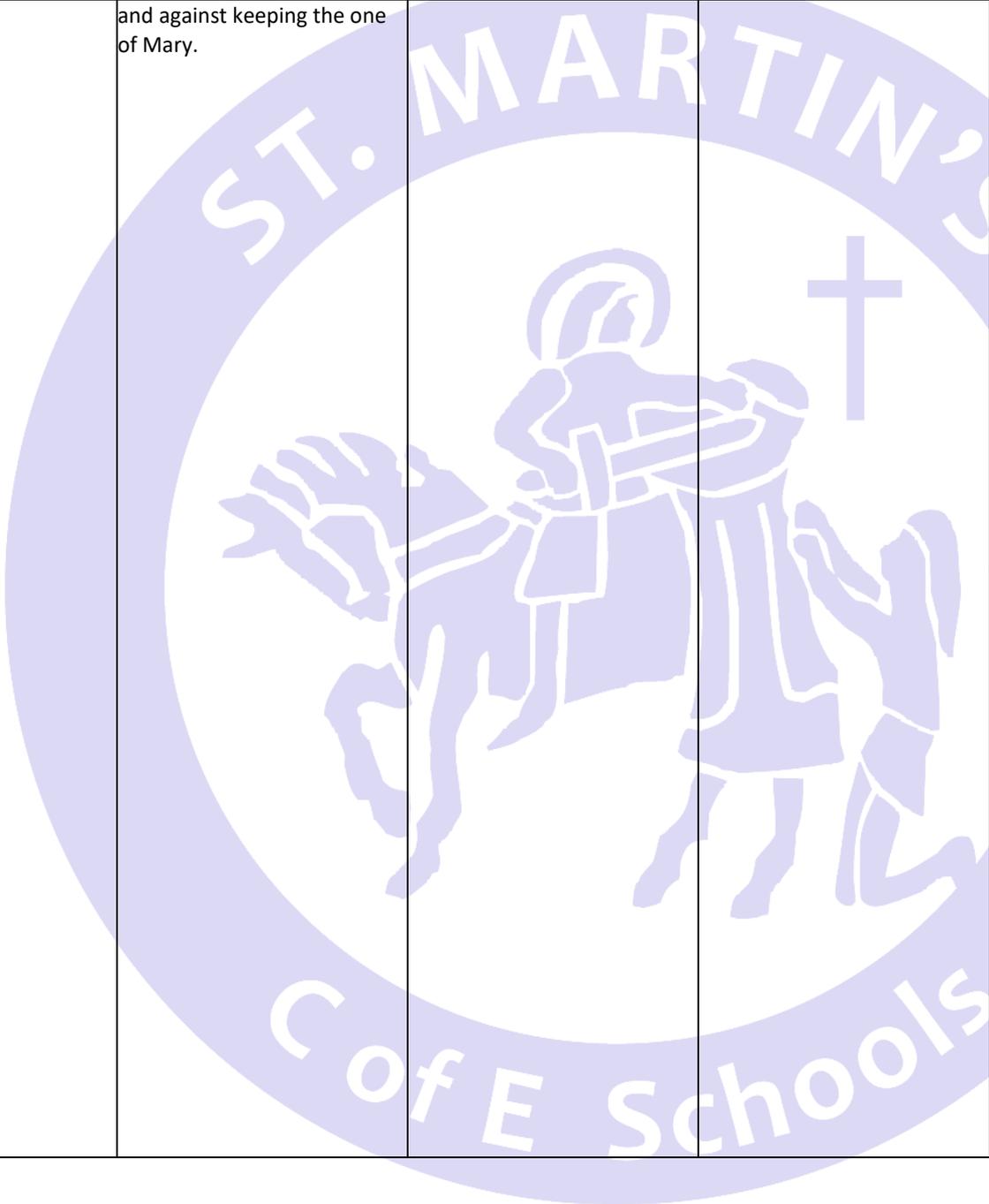
favour of the rich and
powerful. They understand
that if people ran away from
justice you would be declared
an outlaw and could be killed
on sight.

Know fear of consequences
including capital punishment,
fines, whipping, public
humiliation and
imprisonment was key to stop
people committing crimes.

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.

Understand why punishments
become so bloody in the 18th
century. Know the impact of
the Bloody Code meant
punishments were as harsh as
possible for trivial offences
(often over property) to deter
people from committing
crime.

Understand the impact of
transporting criminals to
Australia and the reasons why
this was used as a
punishment.



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					<p>In the unit of Viking Britain- Distinguish between a Saxon and Viking account of the same event.</p>	
<p>Early Civilisations</p>			<p>In the unit of Ancient Egypt-</p> <p>Locate Ancient Egypt and identify 3 iconic features of Ancient Egyptian civilization e.g. the Pyramids of Giza, hieroglyphics and the Nile irrigation system.</p> <p>Locate the Nile valley on a world map and understand the importance of the Nile and the annual floods. Know that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport.</p> <p>Explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge.</p> <p>Know that Ancient Egyptians wrote in hieroglyphics and these need to be translated to understand the society. Explain why pyramids were built and the evidence within the tombs revealed what life was like in Ancient Egypt.</p>		<p>In the unit of Mayan civilization-</p> <p>Understand the range of Mayan achievements including building huge stone stepped pyramids and many large cities, some of 100,000 people without the use of the cartwheel or metal tools.</p> <p>Understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. Know they also had their own system of writing.</p> <p>Know that the Mayan's greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years. 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>Give at two reasons for the growth of Maya despite the area they inhabited was jungle e.g. Mayans knew how</p>	<p>In the unit of Ancient Greece-</p> <p>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, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age.</p> <p>Understand that our knowledge of 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 dominant. Pupils can explain why the Battle of Marathon was fought and can give reasons for defeat of Persia.</p>

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			<p>Know what the Ancient Egyptians believed about the after life and death and understand the process of mummification. They know the importance of the afterlife and can explain how particular objects help us to understand their ideas.</p> <p>Understand the Book of the Dead written by scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife.</p>		<p>to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.</p> <p>Understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom)</p> <p>Know that Mayan cities had a dramatic stepped pyramid topped by a temple. Close by were the palaces of the royal court. As well as temples and plazas, ball courts have been found.</p> <p>Know that lives of common people are very poorly recorded.</p> <p>Understand there are many explanations for the demise of Mayan civilization (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.</p>	
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Local investigation		Local study of Epsom				Epsom in WW2
Historical Investigating	<p>In the unit of Toys-</p> <p>Generate their own questions starting 'Is it...' to guess the hidden toy.</p> <p>Give at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too. Sort toys into old and new.</p> <p>Discuss how we can investigate what toys were like 60 years ago: photographs, memories of people themselves, actual objects, museums.</p> <p>In the unit of Transport-</p> <p>Explore sources as evidence thinking about how we know about the Wright Brothers first successful flight, when it happened over 100 years ago? Match evidence to the statements.</p> <p>Generate a list of adjectives to describe the public's reaction</p>	<p>In the unit of the Great Fire of London-</p> <p>Explore why the fire began and who might be to blame. They are given a folder of clues from which they have to work out where, when and why it started.</p> <p>Debate degree of responsibility between four possible people who were responsible: Bludworth, the ordinary people; it was just an accident; the baker Thomas Farryner</p> <p>In the unit of Florence Nightingale and Mary Seacole-</p> <p>Find evidence to support statements made about Mary Nightingales impact on improving soldier's lives.</p>	<p>In the unit of- Beyond Face Value-</p> <p>Exploring the validity of sources. Understand that images are all created for a purpose.</p> <p>Identify possible purpose by looking carefully at 'internal clues' in the pictures.</p> <p>Understand the importance of investigating the author and their motives to determine purpose.</p> <p>Devise historically valid questions to ask an artist.</p> <p>Select images from the painting that they feel have been included for a specific reason.</p> <p>In the unit Stone Age to Iron Age-</p> <p>Speculate as to what might have happened to the 52 skeletons of Maiden Castle their knowledge of Iron Age</p>	<p>In the unit of Anglo-Saxon Britain-</p> <p>Develop a range of arguments for and against the question 'Were the Saxon times really dark?'. Children compare dark and revolutionary moments in Saxon life.</p> <p>Study a range of texts to investigate. Look for links for the statements they make on dark Saxon life. Be selective in their choice of material and evidence and tightly-focused on the question.</p>	<p>In the unit of Crime and Punishment through the ages-</p> <p>Infer meaning from medieval paintings.</p> <p>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>In the unit of Mayan Civilisation-</p> <p>Use a range of written sources and pictures to reconstruct in their minds what a Mayan city might have looked like e.g. no trees. They construct a description for themselves for a visitor going</p>	<p>In the unit of World War Two-</p> <p>Know that much of the evidence from this period has to be treated with caution; all is not what it seems. They can explain how the government used: a. Censorship b. Propaganda</p> <p>Evaluate a piece of wartime footage of the Blitz explaining how they know it was staged.</p>

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<p>to Amy Johnson, using photos and newspapers of the time as evidence.</p> <p>How did people react to Amy Johnson at the time and how do we know? Find the evidence which support the statements on Amy's journey.</p>		<p>hill fort life. Think of possible reasons for the bodies and substantiate their judgement using at least one piece of evidence.</p>		<p>back to a Mayan city in AD 800.</p> <p>Understand our understanding of this ancient civilisation in based on archaeological remains, Spanish Conquest sources, artefacts and hieroglyphs, oral tradition.</p> <p>Understand that we have been able to decipher their glyphs only since the 1960s and there is still much we don't know.</p> <p>Know that it was probably a combination of factors, rather than one factor alone that resulted in the demise of the Mayan empire. They write in tentative language e.g. might/possibly and can refer to evidence when making their judgement.</p> <p>In the unit Viking Britain-</p> <p>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</p>	
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				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.	
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