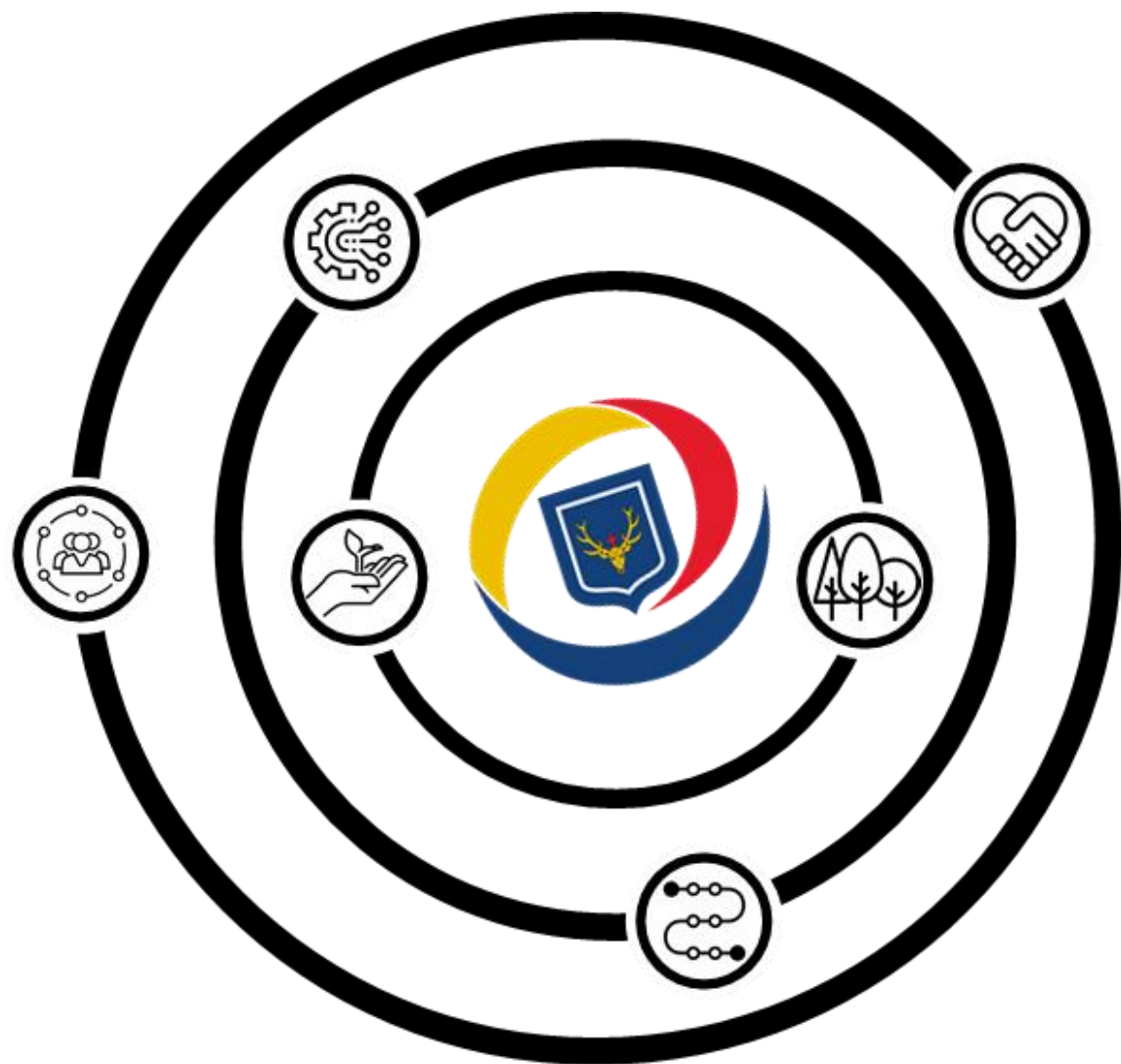


OUR LADY AND ST. HUBERT'S PRIMARY

History Knowledge and Skills Progression



At Our Lady and
St. Hubert's, home, school and
parish work together, knowing that
God is with us in all we do.

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History Curriculum Intent

The intent of the history curriculum is to provide students with a comprehensive, coherent, and cumulative understanding of history that integrates the development of disciplinary skills such as chronological understanding, cause and consequence, and historical significance. The curriculum is designed to progress from simple concepts in early years to more complex historical analyses in later years, ensuring that all pupils develop a deep understanding of history not just as a series of facts, but as a series of interconnected events that have shaped the modern world. It aims to cultivate an appreciation of different cultures, recognize the complexity of societal development, and prepare students for future challenges by providing them with a broad knowledge base and the ability to critically assess historical evidence. The following aims highlight the intended purpose of History at Our Lady and St. Hubert's:

- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To understand the values of our society.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanations is provisional, debatable and sometimes controversial.

Implementation of the History Curriculum

At Our Lady and St. Hubert's, the subject of History is embedded into the thematic curriculum, and in some cases, will feature as the main 'driver' in order to allow children to think as historians. We as a school follow a progressive curriculum map that is structured and sequenced to show progression of topics and skills that build on one another from EYFS to Year 6. Each stage introduces more sophisticated historical concepts and methodologies, supported by a variety of teaching activities that encourage engagement and deep understanding. For example, younger students begin by understanding personal and local history, while older students engage with complex civilizations and their impacts on modern society. The key concepts within the curriculum include knowledge and understanding of events, people and changes in the past as well as historical understanding and historical interpretation. We enable children to use a range of resources when finding out about the past including looking at primary and secondary sources, looking at and handling artefacts, using a wide range of sources for research including books, magazines and ICT and making visits to sites of historical significance. The implementation of History at Our Lady and St. Hubert's will be delivered in accordance with Rosenshine's Principles of Instruction. We aim to deliver lessons to children in a way that allows for learning to be accessed by all and children are able to build on previous knowledge and access new learning in small steps. History will also be delivered with reference to the 6Cs and children will be given opportunities to develop their abilities to use these within their practise.






Impact of the History Curriculum

Pupils at OLSH will know more, remember more and do more. The impact of the curriculum is assessed through a combination of formative and summative assessments that gauge not only the retention of factual knowledge but also the development of historical thinking skills. The curriculum aims to produce students who can think critically about history, understand the causes and consequences of events, and appreciate the diversity of human experience. Success is evidenced by students' ability to engage in thoughtful discussions, demonstrate detailed knowledge of historical contexts, and apply their understanding to both familiar and unfamiliar situations. Ultimately, the curriculum seeks to empower students to become informed citizens who value their own and others' histories and are able to consider current events in a well-informed, historical context.

The National Curriculum for History

National Curriculum			
KS1	KS2	KS2 Specific content	Year group
-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 -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 -significant historical events, people and places in their own locality.	-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. -note connections, contrasts and trends over time and develop the appropriate use of historical terms. -regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. -construct informed responses that involve thoughtful selection and organisation of relevant historical information. -understand how our knowledge of the past is constructed from a range of sources. <ul style="list-style-type: none">	-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 -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	Year 3 Year 3 Year 4 Year 4 Year 5 Year 6 Year 3 Year 6 Year 5 Year 5 Year 6

The 6C's and History

How our 6Cs will be evident through our history curriculum		
<div></div> <div>Character</div> <div>Children will be encouraged to ask questions in order to further their own understanding. They will use their literacy and computing skills to help them to write about historical information. They will identify different time periods on a timeline which show different information such as when famous people lived.</div>	<div></div> <div>Citizenship</div> <div>Children will appreciate how sources help us to understand more about the present and past and how they can influence our decisions as citizens of the wider world. Children will explore and debate the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. This will ensure that they have a secure knowledge of how the world has changed over time and what the impact of these changes has been.</div>	<div></div> <div>Communication</div> <div>Children will use appropriate historical vocabulary to communicate their historical findings. They will be able to discuss their ideas confidently and debate certain ideas with their peers in order to reach a conclusion about different historical concepts and topics.</div>
<div></div> <div>Collaboration</div> <div>Through working with a range of artefacts and sources, children will gain a better understanding of situations, places and people. They will use literacy and computing skills to work as a team in order to describe the past and take part in valuable discussions.</div>	<div></div> <div>Creativity</div> <div>Children will use sources of information to form testable hypotheses about the past and create their own solutions to a given question or problem. Children will be able to make comparisons between artefacts, events and historical figures.</div>	<div></div> <div>Critical thinking</div> <div>Children will observe or handle artefacts, ask questions about them and explain what it was used for in the past. Children will suggest causes and consequences of some of the main events and changes in history. Children will come to understand that they must rely on more than one source of evidence in their historical enquiries.</div>

Long Term Overview

History Termly Overview							
	At EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Family Time	Lives of significant people – kings, queens	Mary Seacole/ Remembrance	Stone Age to Iron Age	Anglo Saxons	Ancient Egyptians	Victorians
	Changing Times	Florence Nightingale	Fire of London	Romans	Vikings	Ancient Greeks	Benin Civilisation
	Celebration Time	Toys old and new	Vehicles	Children: Now And Then	History – famous scientist linked to electricity	Local History Study of Industrialisation and the Galton Family	Athens - democracy


Disciplinary Skills

cause and consequence, chronology, historical significance, continuity and change, sources and evidence and historical interpretation


	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause and consequences	With support, to explain why something happened in the past.	Beginning to independently explain why something happened in the past.	Independently explain why something happened in the past and the consequence/s it led to.	Beginning to understand there is more than one reason for something that happened in the past and that there was more than one consequence.	Confidently explain why there is more than one reason for something that happened in the past and that this had more than one consequence	Begin to know that there are short term and long term causes for historical events and that these had wider consequences.	To know and confidently explain that there are short term and long term causes for historical events and that these had wider consequences.
Chronology	With support, sequence pictures of a school day.	Beginning to independently sequence pictures and events close together in time.	Independently sequence pictures, artefacts and events close together in time.	Beginning to order events and important figures on a timeline with dates.	Confidently order events and important figures on a timeline with dates.	Beginning to understand concurrent events and figures on a timeline with dates.	Confidently and accurately order concurrent events and figures on a timeline with dates.
Historical Significance	With support, identify a significant event in the past.	Beginning to independently identify a significant event in the past.	Independently identify more than one significant event in the past.	Beginning to identify more than one significant event, person or invention in the past.	Independently identify more than one significant event, person or invention in the past.	Beginning to analyse and evaluate the significance of historical events.	Confidently analyse and evaluate the significance of historical events.
Continuity and Change	With support, find similarities and differences between past and present, drawing on their own experiences.	Beginning to independently find similarities and differences between past and present (e.g. old and modern toys)	Independently find similarities and differences between past and present societies.	Independently find similarities and differences between past and present societies and technologies.	Confidently find similarities and differences between past and present societies, technologies and beliefs.	Confidently find similarities and differences between a wider range of past and present societies, technologies, beliefs and events.	Confidently find similarities and differences between the attitudes of men, women and children across a range of societies to technologies, beliefs and events.
Sources and Evidence	With support, comment on pictures of the past and begin to ask questions	Beginning to independently look at pictures and artefacts of the past and ask questions	Independently, look at pictures, artefacts and written accounts to find answers to questions about the past.	Beginning to use primary and secondary sources (pictures, artefacts, written accounts and music) to find answers to questions about the past.	Confidently use primary and secondary sources (pictures, artefacts, written accounts and music) to find answers to questions about the past.	To evaluate the reliability and usefulness of a range of primary and secondary sources	To evaluate and compare the reliability and usefulness of a wide range of primary and secondary sources.
Historical Interpretation	With support, look at two pictures of the same event and say what it means	Beginning to independently look at pictures of the same event and say what it means	Independently look at more than two versions of the same event and say what it means.	Independently look at more than two versions of the same event and identify similarities and differences.	To confidently give one reason for your understanding based on given evidence.	To confidently give more than one reason for your understanding based on given evidence.	To show a critical awareness of the concept of propaganda

Substantive Knowledge


Knowledge threads




Leadership (Government and Monarchy),



Society





















Settlement (Migration), Society and Conflict





























Conflict

	At EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	To know my birthday (links to previous learning through AfL) <div>Chronology</div>	To know what a British Monarch is and describe what they do <div>continuity and change</div>	Understand what 'remembering' is and why Remembrance is important <div>Cause and consequence</div>	To identify key characteristics of the Stone Age <div>sources and evidence</div>	To identify who the Anglo-Saxons were <div>chronology historical interpretation</div>	To understand the significance in Ancient Egypt <div>Historical significance Cause and consequence</div>	Investigate the roles of children in Victorian society <div>Historical significance Cause and consequence</div>
	To create my family tree (links to previous learning through AfL) <div>Continuity and change Chronology</div>	To identify the symbols of a British Monarch <div></div>	To identify and explain symbols of Remembrance <div></div>	To explore the changes from the Palaeolithic to the Mesolithic era <div>chronology Cause and consequence</div>	To explore the daily life of the Anglo-Saxons <div>sources and evidence</div>	To explore Egyptian hierarchy and roles <div></div>	Identify significant Victorian inventors and their contributions to modern technology. <div>Continuity and change Chronology</div>
	To sequence the days of the week <div>Continuity and change Chronology</div>	To identify past Kings and Queens who have ruled the United Kingdom <div>Historical significance Cause and consequence</div>	To investigate artefacts linked to Remembrance <div>sources and evidence</div>	To investigate the impact of the neolithic revolution <div>sources and evidence Cause and consequence</div>	To investigate the Anglo-Saxon system of kingdoms <div>Continuity and change</div>	To investigate religious beliefs of the Egyptians <div>sources and evidence historical interpretation Continuity and change</div>	Analyse the expansion of the British Empire during the Victorian era and its global consequences <div>sources and evidence Cause and consequence</div>
	To explain how a character in a story changes over time <div>Historical significance</div>	To explore the life of Queen Victoria <div>sources and evidence historical interpretation</div>	To compare the room of WW1 soldier Hubert Rochereau to a modern room <div>sources and evidence continuity and change</div>	To examine the introduction of metalworking in the Bronze Age <div></div>	To examine Anglo-Saxon art and culture <div>sources and evidence</div>	To learn about the achievements of the Egyptian civilisations <div>Cause and consequence</div>	Evaluate the long-term effects of the Victorian era on modern British society <div>Historical significance Chronology Continuity and change</div>
	To comment on familiar images from the past <div>sources and evidence historical interpretation continuity and change</div>	To order events from the life of King Charles III <div>chronology</div>	To identify key historical events for Remembrance <div>Historical significance Chronology historical interpretation</div>	To explore the impact of iron smelting on society <div>historical interpretation</div>	To compare Anglo-Saxons law to present day laws <div>Continuity and change</div>	To examine the process of mummification <div>sources and evidence</div>	Explore the key social reforms of the Victorian era and their impacts on society <div>Cause and consequence Continuity and change Historical interpretation</div>
	To discuss similarities and differences between familiar adults over time <div>sources and evidence</div>	To order events from the life of Queen Elizabeth II <div>chronology</div>	To know how war affected Birmingham <div>Cause and consequence continuity and change</div>	To compare the stone, and iron age societies <div>Historical significance chronology</div>	To understand the legacy of the Anglo-Saxons on Britain <div>Historical significance Cause and consequence</div>	To understand the impact of Ancient Egypt on British society <div>Historical significance Chronology Cause and consequence</div>	Analyse the roles and status of women during the Victorian period, including key figures in women's rights <div>Chronology Historical significance</div>
Spring	At EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Explore what we wear in Spring and Summer Continuity and change Chronology	To know that hospitals have changed over time continuity and change	To recognise key figures involved in the Great Fire of London Historical significance	To identify the extent of the Roman Empire	To explore who the Vikings were chronology	To understand how geography shaped its development. Greece's development.	To find out about the leaders of the kingdom of Benin historical interpretation Cause and consequence Continuity and change
	2. Explore what we wear in Autumn and Winter Continuity and change Chronology	To identify the tools of an 18 th century nurse sources and evidence	To compare London today to London in 1666 continuity and change Cause and consequence	To explore Roman society	To explore the design and significance of Viking longships Historical significance sources and evidence	To explore the development of democracy in Ancient Greece chronology Cause and consequence Continuity and change	To understand the trade network of the Benin Empire Cause and consequence
	Explore what we wear at different times of the day Continuity and change Chronology	To identify the things that Florence Nightingale did to help hospitals Chronology Cause and consequence	To understand the causes of the Great Fire of London historical interpretation	To identify Roman innovations Cause and consequence Continuity and change	To investigate life in Viking society sources and evidence Continuity and change	To investigate Greek society historical interpretation Continuity and change	To find out about the lives of the people of Benin sources and evidence Continuity and change
	To sequence pictures of a story-book character over time Chronology continuity and change	To identify the things that Mary Seacole did to help hospitals historical interpretation	To know how the fire was extinguished sources and evidence	To know about the army's organisation and Roman tactics historical interpretation	To understand Viking belief and mythology Continuity and change	To investigate the and religion of Ancient Greece sources and evidence Continuity and change	To investigate religious beliefs of the Benin people sources and evidence
	To order pictures of a familiar adult from past to present sources and evidence Continuity and change Chronology	Compare the roles of nurses today with those in Florence Nightingale's time. chronology sources and evidence continuity and change	To know why London was rebuilt differently after the fire historical interpretation	To examine the impact of the Roman Empire on Britain. chronology Continuity and change	To examine the impact of the Viking raids on Lindisfarne sources and evidence historical interpretation Cause and consequence	To examine the achievements of Ancient Greece Historical significance	To find out about the Golden Age of the Benin Empire sources and evidence
	To explain that objects and people change over time Historical significance historical interpretation	To put medical fields in time order chronology	To arrange the timeline of the Great Fire of London Chronology	To understand the reasons behind the decline of the Roman Empire Cause and consequence Historical significance	To understand the legacy of the Vikings for Britain chronology Cause and consequence	To understand the impact of the Athens on Western Civilisation Cause and consequence	To evaluate the evidence for the decline of the Benin Empire Historical significance Cause and consequence
Summer	At EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify celebrations from the past Chronology	Order toys on a timeline chronology	To identify early types of transport sources and evidence	To identify the differences in daily routines of children 100 years ago compared to today sources and evidence continuity and change	To explore Franklin's discoveries in 'static' and 'current' electricity Continuity and change	To identify the key changes and innovations marking the beginning of the Industrial Revolution in Britain chronology Cause and consequence	To identify the origins of democracy in Athens and its basic principles sources and evidence
	Compare past celebrations Chronology Continuity and change	Explain how toys have changed over time continuity and change	To recognize how bicycles have changed over time continuity and change	To explore changes in education over the last 100 years Cause and consequence	To describe the contributions of Tesla to our understanding of electricity sources and evidence Cause and consequence	To learn about the Galton family's contributions to the Industrial Revolution Historical significance	To explore the meaning of Ancient Athens 'direct democracy' Continuity and change
	Sequence celebrations on a simple timeline : Chronology Continuity and change	Explain how war changed a toy's popularity sources and evidence	To explain how cars have changed Historical significance continuity and change	To investigate the evolution in children's clothing over the last 100 years. sources and evidence historical interpretation continuity and change	To describe the contributions of Edison to our understanding of electricity sources and evidence Cause and consequence	To understand how industrialisation led to urban migration Cause and consequence	To explore how 'direct democracy' differs to modern democracy Continuity and change
	Ask questions about celebrations historical interpretation	Know that war affected toy production Cause and consequence	To identify our earliest aeroplanes and compare them to present aircraft continuity and change Cause and consequence	To learn about advancements in healthcare and nutrition over the last 100 years chronology Cause and consequence	To evaluate the disagreements between Edison and Tesla Historical significance historical interpretation	To investigate the living and working conditions of people during the Industrial Revolution sources and evidence	To explore significant milestones the development of British democracy chronology Historical significance Cause and consequence

	Group objects by the matching celebration  sources and evidence continuity and change	Know that toy designs were influenced by society  Historical significance Cause and consequence	To identify spaceships used in the past and compare them to present spacecraft   historical interpretation	To examine the changes technology in children's over the last 100 years  Historical significance	To create a timeline to show the development of electrical technology chronology  	To identify how industrialisation changed societal structures Continuity and change 	To explore how authoritarianism challenged democracy in the 20 th century Cause and consequence  
	Group pictures by the matching celebration Historical significance continuity and change	Identify how toys were aimed at different genders  historical interpretation	To order vehicles on a timeline chronology	To understand how to rights and protections children have changed  changes for over time 	To evaluate the impact of electricity on society over the last 100 years Continuity and change  	To evaluate the impact of industrialisation on the environment historical interpretation 	To explore how societal pressures can challenge democracy.  historical interpretation Cause and consequence Continuity and change 

History in EYFS				
Leadership 	Settlement 	Society 	Conflict 	
Understanding the world Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)	Autumn: Family Time	Spring: Changing Times	Summer: Celebration Time	
<p>Understanding the world 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.</p>	<p>1) To know my birthday (links to previous learning through AfL) Chronology ELGPP </p> <p>2) To create my family tree (links to previous learning through AfL) Continuity and change    Chronology ELGPP</p> <p>3) To sequence the days of the week Continuity and change Chronology ELGPP</p> <p>4) To explain how a character in a story changes over time Historical significance ELGPP   </p> <p>5) To comment on familiar images from the past sources and evidence   historical interpretation continuity and change ELGPP ELGPCC</p>	<p>1) Explore what we wear in Spring and Summer Continuity and change  Chronology ELGPP ELGPCC</p> <p>2) Explore what we wear in Autumn and Winter Continuity and change  Chronology ELGPP ELGPCC</p> <p>3) Explore what we wear at different times of the day Continuity and change Chronology ELGPP ELGPCC</p> <p>4) To sequence pictures of a story-book character over time    Chronology Continuity and change ELGPP ELGPCC</p> <p>5) To order pictures of a familiar adult from past to present   sources and evidence Continuity and change Chronology ELGPP ELGPCC</p>	<p>1) Identify celebrations from the past Chronology  ELGPP ELGPCC</p> <p>2) Compare past celebrations Chronology Continuity and change  ELGPP ELGPCC</p> <p>3) Sequence celebrations on a simple timeline: Chronology Continuity and change  ELGPP ELGPCC</p> <p>4) Ask questions about celebrations historical interpretation ELGPP ELGPCC</p> <p>5) Group objects by the matching celebration Sources and evidence  Continuity and change ELGPP ELGPCC</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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. <p>ELG: Past and Present (ELGPP)</p> <p>ELG: People, Culture and Communities (ELGPCC)</p> <p>Children at the expected level of development will:</p>

<ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	6) To discuss similarities and differences between familiar adults over time  sources and evidence ELGPP ELGPCC	6) To explain that objects and people change over time  Historical significance historical interpretation ELGPP	6) Group pictures by the matching celebration Historical significance Continuity and change ELGPP ELGPCC
ELG: Being imaginative and Expressive (ELGBIE)			
Children at the expected level of development will: <ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.			

By the end of each unit our children should know:

Nursery Rhymes and links to the wider history curriculum:	Autumn	Spring	Summer
<ul style="list-style-type: none">- "Ring a Ring o' Roses"• EYFS: Introduces the concept of historical events and their impacts on society. Children learn about how past events, like the plague, have influenced cultural practices and language.• Year 1 and 2: Helps children understand the concept of cause and consequence, particularly in historical contexts like the Great Fire of London or the plague, which shaped significant historical changes.- "Jack and Jill"• EYFS: Introduces themes of community and the roles of individuals within it. The rhyme encourages discussions about everyday life in the past.• Year 1: Supports learning about significant individuals and their roles, akin to lessons about kings, queens, and other notable figures who shaped history through their actions.- "London Bridge is Falling Down"	<p>1. To know my birthday</p> <p>Substantive Knowledge: Children should understand the concept of a birthday as a personal event that marks growing older, introducing them to the basic concept of annual time cycles. This is essential for developing an early schema of change and progress over time.</p> <p>2. To create my family tree</p> <p>Substantive Knowledge: Children learn about family relationships and structures, recognizing different family members and their connections. This is essential for developing an early schema of organisation and hierarchy – important components for later introductions to political systems like monarchy.</p> <p>3. To sequence the days of the week</p> <p>Substantive Knowledge: Understanding the sequence of the days as a repetitive, cyclical pattern. This is essential for building on and developing children’s early schema of time as a cyclical structure.</p>	<p>1. Explore what we wear in Spring and Summer</p> <p>Substantive Knowledge: Children learn about seasonal changes and their implications for daily life, specifically how weather affects clothing choices. This is essential for developing an early schema of how our environment shapes our decisions. Ditty: Ring A Round the Rosies, A Pocket Full of Posies: later links to the Black Death and ideas of sanitation.</p> <p>2. Explore what we wear in Autumn and Winter</p> <p>Substantive Knowledge: Focuses on understanding how colder weather impacts dressing and activities. This is essential for continuing to develop an early schema of how our environment shapes our decisions. Children should use ‘why’ questions to ask about items of clothing in each season, as asking why is a developmental precursor to the understanding of cause. Ditty: Baa Baa Black Sheep Have You Any Wool: This rhyme is often thought to refer to the medieval wool tax imposed by King Edward I in the 13th century. The "master" refers to the king, the "dame" to the church, and the "little boy who lives down the lane" to the farmers.</p>	<p>1. Identify celebrations from the past</p> <p>Substantive Knowledge: Children learn about various cultural, local, and historical celebrations, understanding that people celebrate different events: for example, Eid, Christmas, Easter, Bonfire Night, Remembrance Day. This is essential for developing an early schema of ‘events’ and how they once ‘existed’ and (in some cases) will happen again.</p> <p>2. Compare past celebrations</p> <p>Substantive Knowledge: Understanding the differences and similarities between how celebrations were conducted in the past and how they are observed now. This is essential for developing an early schema of how events in the past are different – this is an important precursor to understanding that past events and civilisations contained similarities and differences.</p> <p>3. Sequence celebrations on a simple timeline</p> <p>Substantive Knowledge: Children develop an understanding of chronological order by placing celebrations</p>

<ul style="list-style-type: none">• EYFS: Helps children grasp the concept of historical changes in infrastructure and architecture. It introduces the idea of how places evolve over time.• Year 2: Complements lessons on significant historical events and figures, like Samuel Pepys and the Great Fire of London, by providing a cultural and historical context for the development of infrastructure. <p>- "Humpty Dumpty"</p> <ul style="list-style-type: none">• EYFS: Encourages understanding of consequence and the permanence of some changes. It introduces the concept of irreversible events in history.• Year 1 and 2: Links to historical events where decisions led to significant changes, helping students understand the impact of actions and the idea of historical consequences.- "Twinkle, Twinkle, Little Star"• EYFS: Introduces concepts of navigation and exploration, linking to how people in the past used stars for navigation.• Year 2 and beyond: Supports lessons on exploration and significant figures in history who navigated using stars, like explorers during the Age of Exploration. <p>- "Baa Baa Black Sheep"</p> <ul style="list-style-type: none">• EYFS: Introduces the idea of trade and economy, showing how everyday items and commodities were important in historical societies.• Year 1: Complements lessons on historical figures and events by providing context on economic and social structures, like the wool trade and its significance in different historical periods.	<p>4. To explain how a character in a story changes over time</p> <p>Substantive Knowledge: Recognizing and understanding character development within a narrative, focusing on how characters can change as the story progresses. This is essential for developing an early schema for understanding how we shape and are shaped by the events and affairs of our days and our time.</p> <p>5.To comment on familiar images from the past</p> <p>Substantive Knowledge: Children learn to observe and discuss features in images from different times, helping them recognize changes and continuities in everyday life. This is essential for developing an early schema of timelines and sources.</p> <p>6. To discuss similarities and differences between familiar adults over time</p> <p>Substantive Knowledge: Observing and identifying changes in appearance or behaviour in familiar adults over time, fostering observational and comparative skills. This is essential for developing an early schema for historical comparison – important planks in the development of children’s concepts of historical cause (e.g. why are they different?)</p>	<p>3. Explore what we wear at different times of the day</p> <p>Substantive Knowledge: Children understand that different activities throughout the day require different types of clothing (e.g., pyjamas for sleeping, uniforms for school). This is essential for further developing children’s understanding of how time can shape and order our decisions.</p> <p>4. To sequence pictures of a story-book character over time</p> <p>Substantive Knowledge: Developing the ability to order events or stages in a logical sequence, enhancing narrative understanding. This is essential for developing an early schema of timelines from a non-personal standpoint: important for a depersonalised understanding that history happens ‘with, alongside and without us.’.</p> <p>5.To order pictures of a familiar adult from past to present</p> <p>Substantive Knowledge: Children practice arranging sequential images that depict aging or changes over time, helping them understand the concept of growth and temporal progression. This is essential for further developing children’s understanding of timelines. Children should now be expected to order these under a visual category (a image of something very young, an image of something young and a contemporary image).</p> <p>6. To explain that objects and people change over time</p> <p>Substantive Knowledge: Understanding that both living things and man-made objects undergo changes as time passes, which can be due to growth, wear and tear, or advancements in technology. This is essential for further developing children’s understanding of how time can shape and order not just people but objects too. There are practical links that can be made to Science or PSHE here (for example, in seeing bread go mouldy over time).</p>	<p>throughout the year, recognizing the seasonal and historical reasons for their timing. This is essential for developing an early schema of timelines that go beyond the concept of ‘day’ and ‘week’ to the idea of a ‘year’, marked by Christmas, Eid, Easter etc.</p> <p>4. Ask questions about celebrations</p> <p>Substantive Knowledge: Encouraging curiosity about why we celebrate certain events, what makes them special, and how different people celebrate in different ways. This is essential for developing an early schema of difference – of how culture and belief are shaped differently – and for developing children’s ability to ask basic information-gathering questions about the differences they observe.</p> <p>5. Group objects by the matching celebration</p> <p>Substantive Knowledge: Learning to categorize objects based on the celebrations they are associated with, which helps children understand the specific elements and symbols of different festivals. This is essential for developing an early schema for artefacts as a source of information.</p> <p>6. Group pictures by the matching celebration</p> <p>Substantive Knowledge: Identifying visual elements that relate to specific celebrations, enhancing recognition and understanding of different cultural symbols. This is essential for developing children’s ability to move from concrete to abstract understanding of history, further developing their understanding of sources and their use of sources to reason.</p>
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Historical Origin of Nursery Rhymes

<p>1. "Ring a Ring o' Roses"</p> <p>- Origin: This rhyme is often associated with the Great Plague of London in 1665, although its actual origins may be older and unrelated to the plague. The "roses" could refer to the rash seen with the plague, and "a pocket full of posies" might be about the flowers people carried to ward off the disease.</p> <p>- Historical Context: Reflects how societies have coped with disease outbreaks and their impact on daily life.</p> <p>2. "Jack and Jill"</p>
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- Origin: This rhyme likely originated in the 18th century. One theory is that it refers to King Louis XVI of France and his queen, Marie Antoinette, who were deposed and beheaded during the French Revolution ("Jack fell down and broke his crown, and Jill came tumbling after").
 - Historical Context: Can be linked to discussions about significant figures and events in European history, such as the French Revolution.
3. "London Bridge is Falling Down"
- Origin: This rhyme dates back to at least the 17th century and possibly earlier. It likely refers to the many times London Bridge has been rebuilt due to damage from Viking attacks, fires, and structural failures.
 - Historical Context: Highlights the importance of infrastructure and how cities evolve over time, as well as the historical significance of events like the Viking invasions.
4. "Humpty Dumpty"
- Origin: The character of Humpty Dumpty was first recorded in the 18th century, though the rhyme itself might be older. One theory suggests Humpty Dumpty was a cannon used during the English Civil War that fell from a wall and couldn't be repaired.
 - Historical Context: Can introduce discussions about conflict and the consequences of war, as well as the use of metaphor in historical storytelling.
5. "Twinkle, Twinkle, Little Star"
- Origin: Written by Jane Taylor in 1806 as "The Star," this poem became a popular nursery rhyme. It doesn't have a historical event origin but reflects early 19th-century interests in poetry and education.
 - Historical Context: Can be used to discuss the history of education and literature, as well as the significance of navigation and exploration in history.
6. "Baa Baa Black Sheep"
- Origin: First published in 1731, this rhyme is often thought to reference the medieval wool tax imposed by King Edward I in the 13th century, with "the master" referring to the king, "the dame" to the church, and "the little boy" to the farmers.
 - Historical Context: Highlights economic history and the importance of trade and taxation in medieval society.

By the end of each unit our children should know:		
How does the history curriculum in EYFS help to prepare our children for Year One?		
<p>Foundations of Chronological Understanding: In EYFS, activities such as sequencing the days of the week and arranging story events chronologically help children grasp the concept of time. This directly links to the Year One curriculum, where students are expected to place historical events and figures within a chronological framework, such as understanding the sequence of British monarchs or the development of institutions like hospitals.</p> <p>Introduction to Personal History and Broader Societal Changes: By creating family trees and discussing changes in familiar adults, the EYFS curriculum introduces children to personal history, which is a precursor to understanding broader societal changes. This preparation is crucial for Year One, where students explore the impact of significant individuals like monarchs and other leaders on national life, aligning with the National Curriculum's emphasis on how people's lives have shaped the nation.</p> <p>Exploring Conflict and Leadership through Play and Inquiry: EYFS encourages children to explore different cultural celebrations and ask questions about past events, which lays a foundation for understanding historical conflicts and leadership. These early experiences are linked to the Year One objectives of learning about key historical figures and events that involved significant leadership and conflicts, such as the reigns of historical monarchs and their influence on society.</p> <p>Developing Skills for Historical Inquiry and Understanding Change: The EYFS curriculum's focus on noticing how objects and people change over time prepares children for Year One objectives where they must analyse changes and continuities in history. This links to the National Curriculum's goal for students to use historical concepts such as continuity and change to frame historically-valid questions and create their own structured accounts of the past.</p> <p>Cultural Awareness and Societal Structures: EYFS activities that introduce children to various cultural traditions and the evolution of celebrations help them appreciate the diversity of societies. This foundational knowledge supports the Year One curriculum's exploration of the societal structures and cultural impacts of historical periods and figures, essential for meeting the National Curriculum's focus on understanding the diversity of societies and the relationships between different groups.</p>	<p>Autumn</p>	<p>Spring</p>
		<p>Summer</p>

Year One	<p>1. To know what a British Monarch is and describe what they do</p> <p>Substantive Knowledge: Students should understand that a British Monarch is the head of state in the United Kingdom, playing roles that combine ceremonial duties with influencing certain governmental functions. They should learn about the constitutional monarchy system, where the monarch's powers are largely symbolic and actual political power resides with elected officials.</p> <p>2. To identify the symbols of a British Monarch</p> <p>Substantive Knowledge: Students need to recognize symbols associated with the British Monarchy, such as the crown, sceptre, and orb, which represent the authority and sovereignty of the monarch. These symbols are used during official ceremonies and are emblematic of the historical tradition and continuity of the monarchy.</p> <p>3. To identify past Kings and Queens who have ruled the United Kingdom</p> <p>Substantive Knowledge: Familiarity with key historical figures such as Queen Victoria, King Henry VIII, and Queen Elizabeth I, understanding their contributions to British history and the evolution of the monarchy over the centuries:</p> <p>Queen Victoria (Reigned 1837–1901): Expansion of the British Empire: Under Victoria, the British Empire expanded significantly, reaching its height as the largest empire in history. This period saw the incorporation of India into the empire and the claim of vast territories in Africa, Asia, and the Pacific. Industrial Revolution and Economic Expansion: Queen Victoria's reign coincided with the peak of the Industrial Revolution, which transformed Britain's economy and society. This era brought technological advancements and improved living standards, solidifying Britain's status as the world's leading industrial and trading nation. Victorian Era Culture: Queen Victoria was a symbol of morality and family values during this period, which bears her name. The Victorian era is noted for its strict social codes and advancements in art, literature, and science.</p> <p>King Henry VIII (Reigned 1509–1547): English Reformation: Perhaps Henry VIII's most far-reaching act was his break with the Roman Catholic Church, leading to the establishment of the Church of England. This was initially driven by his desire to divorce Catherine of Aragon, but it resulted in significant religious, political, and social changes. Royal Navy and Defence: Henry VIII is known as the "father of the English navy." He significantly expanded and modernized the navy, establishing the foundations for England's future maritime dominance and securing the nation against invasions, particularly from France and Spain. Legal and Administrative Reforms: Henry streamlined the administration of the English government and legal system, reducing the direct influence of the</p>	<p>1. To know that hospitals have changed over time</p> <p>Substantive Knowledge: Students should study how hospitals have changed over time. Originally, they were places set up to help the poor and travellers. During the Renaissance, they started focusing more on medical care because of new scientific discoveries and the establishment of medical schools. In the 19th century, hospitals improved a lot. They became cleaner, introduced nursing practices thanks to people like Florence Nightingale, and started having specialized areas for different types of medical issues. This evolution shows how advancements in technology and medicine, along with changing needs in society, have influenced the hospitals we have today. Professional Staffing: Early monastic hospitals were staffed by monks and nuns without formal medical training. Today, hospitals employ professionally trained medical staff, including doctors, nurses, specialists, and support personnel, all with specialized education and certifications. Medical Technology: Modern hospitals are equipped with advanced medical technology such as MRI machines, CT scanners, and robotic surgery equipment, which were unimaginable in early monastic times. These technologies improve diagnostic accuracy and treatment efficacy. Hygiene and Infection Control: Monastic care did not have a scientific understanding of infection control. Modern hospitals follow strict hygiene protocols, use sterilisation procedures, and maintain controlled environments to minimize infection risks. Pharmaceuticals: The development and use of pharmaceuticals have revolutionized treatment in hospitals. While early care might have involved herbal remedies, today's hospitals use a vast array of scientifically tested medications for a myriad of conditions. Regulation and Standards: Modern hospitals operate under strict regulatory frameworks that govern everything from patient care to privacy. These standards ensure a uniform level of care and protect patient rights, a concept that was not formalized in early monastic care. Patient Rights and Ethics: There is now a strong emphasis on patient rights, informed consent, and medical ethics, which guide treatment decisions. This contrasts sharply with earlier times when patients had little say in their care. Emergency Services: The development of emergency medicine as a specialty and the establishment of emergency rooms and services like ambulances are significant changes. Early hospitals lacked the capability to handle acute emergencies swiftly. Substantive knowledge in red not essential and to be taught at discretion of teacher – carefully and delicately, paying particular attention to the needs of the class. Under no circumstances should children think that these are still appropriate medical treatments.*</p> <p>2. To identify the tools of an 18th century nurse</p> <p>Substantive Knowledge: Students should recognise and understand the historical medical tools used by nurses in the 18th century, such as:</p> <ol style="list-style-type: none">1. Bandages - Made from linen or cotton, these were essential for wrapping wounds or injuries.2. *Bleeding Bowls - Used during bloodletting, a common medical treatment of the time.3. *Lancets - Small, sharp instruments used for bloodletting or for lancing abscesses.4. Poultices - Mixtures of herbs, bread, or other materials applied to wounds to draw out infection.5. Basins - Used to wash wounds or to catch fluids.6. Bedpans - Essential for bedridden patients to maintain hygiene.7. Liniment oils - Applied to the skin to relieve pain and stiffness.8. Scissors - For cutting bandages or other materials.9. Feeding cups - Specially designed cups to help feed patients who could not eat on their own.10. Candles or oil lamps - Provided necessary lighting for nighttime care.	<p>1. Order toys on a timeline</p> <p>Substantive Knowledge: Students should understand how innovations in technology and materials have transformed the design and functionality of toys over time. They should learn about key developments like the transition from wooden and metal toys to plastic and electronic toys, highlighting how these changes reflect broader technological advancements: Wooden Toys from the Past, Rocking Horse - a staple in homes during the 19th century. Yo-Yo - Originally made of wood, especially noted in the 1920s. Building Blocks - popular since the early 20th century. Dollhouses - particularly intricate versions popularized in the Victorian era. Pull Toys - Wooden animals or figures on wheels with a string for pulling; these have delighted toddlers since the 1800s.Plastic Toys from the Past Barbie Dolls - Introduced by Mattel in 1959, LEGO began with wooden toys, in 1947,. Frisbee - First produced in the late 1940s,. G.I. Joe - Launched in the 1960s,. Play-Doh - First manufactured in the mid-1950s,. Electronic Toys from the Past Game Boy - Introduced by Nintendo in 1989, Speak & Spell - Launched in the late 1970s. Tamagotchi - 1996 release by Bandai, exemplifying the electronic toy boom of the 90s. Atari 2600 - Released in 1977 Simon - A popular electronic game of the late 1970s</p> <p>2. Explain how toys have changed over time</p> <p>Substantive Knowledge: Students need to identify and articulate the differences between older toys (such as spinning tops and rag dolls) and modern toys (like digital games and action figures). They could do this through comparing and contrasting types of toys. Pupils need to be able to say how access to technologies have changed the types of toys we have had over time from: stone, wood, plastics to electronics.</p> <p>3. Explain how war changed a toy's popularity</p> <p>Substantive knowledge: Children to understand that toys' popularity changed with war. For example: G.I. Joe action figures started as toys for kids to pretend they were soldiers. They were very popular when they first came out in the 1960s because lots of kids liked playing heroes. But then, during the Vietnam War, these toys became less popular because the war made people feel sad and worried, and they didn't want to play with soldier toys as much. Hasbro, the company that makes G.I. Joe, changed the toys to be more about adventure and less about war. They called this new version the "Adventure Team." The toys went on exciting missions like saving the environment and exploring, instead of fighting. This made them popular again for a while. In the 1980s, things changed again, and Hasbro made G.I. Joe into smaller figures who had a whole story about fighting against a bad group called Cobra. This story was told in comic books and TV shows, which made the toys super popular again! Kids loved watching the shows and then acting out the adventures with their G.I. Joe toys. So, over time, G.I. Joe changed a lot to match what kids liked and what was happening in the world. They started as soldiers, became adventurers, and then turned into heroes of their own TV and comic book stories.</p> <p>4. Know that war affected toy production</p> <p>Substantive knowledge: During World War II, the demand for metal in military production resulted in a scarcity of materials typically used for making toys. This scarcity pushed toy manufacturers to innovate by using alternative materials such as wood and paper. Here are some examples of toys created during this time: Wooden Model Airplanes: These were popular as they replicated the military aircraft seen in the war, allowing kids to feel connected to the events of the time while using a non-metallic material. Puzzles: Made entirely from wood or cardboard, puzzles became a popular choice, often featuring patriotic themes or scenes from American life that reflected the war effort. Paper Dolls: With paper being more available than</p>
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nobility by increasing the power and influence of the royal court and councils.

Queen Elizabeth I (Reigned 1558–1603): Elizabethan Religious Settlement: Elizabeth I navigated a middle way between the extremes of Catholicism and Protestantism, establishing the Church of England’s structure, which has lasted into the modern era. This settlement helped to stabilise England religiously after decades of religious conflict.**Defeat of the Spanish Armada (1588):** Under her rule, England withstood the Spanish Armada's invasion in 1588. This not only secured England's independence from Spanish and Papal attempts to reimpose Catholicism but also marked the rise of England as a major world naval power.**Patronage of the Arts:** Elizabeth’s court became a center for the arts, leading to the flourishing of English drama and literature, most notably the works of William Shakespeare and Christopher Marlowe. Her patronage helped develop a national culture and identity that celebrated the English language and creativity.

4. To explore the life of Queen Victoria

Substantive Knowledge: Exploring Queen Victoria's reign, which marked significant changes in British society, politics, and the expansion of the British Empire. Students should learn about her influence on Victorian morals, societal norms, and her role in shaping modern Britain.

5. To order events from the life of Queen Elizabeth II

Substantive knowledge: Birth of Elizabeth II - Elizabeth II was born on April 21, 1926. Coronation of Elizabeth II - Elizabeth II was crowned Queen on June 2, 1953, after the death of her father, King George VI. Silver Jubilee of Elizabeth II - In 1977, Elizabeth II celebrated her Silver Jubilee, marking 25 years on the throne. This celebration was a major milestone in her reign and involved numerous festivities across the Commonwealth. Golden Jubilee of Elizabeth II - Elizabeth II celebrated her Golden Jubilee in 2002. Platinum Jubilee of Elizabeth II - In 2022, Elizabeth II celebrated her Platinum Jubilee, marking 70 years of her reign.

6. To order events from the life of Charles III

Substantive knowledge: Birth of Charles III - Charles III was born on November 14, 1948. Investiture as Prince of Wales - Charles was officially made Prince of Wales on July 1, 1969. Marriage to Lady Diana Spencer - On July 29, 1981, Charles married Lady Diana Spencer, a major event that was celebrated across the world. Opening of the Scottish Parliament - On July 1, 1999, representing the Queen, Charles participated in the official opening of the new Scottish Parliament. Accession to the Throne - Charles became King Charles III immediately following the death of his mother, Queen Elizabeth II, on September 8, 2022.

3. To identify the things that Florence Nightingale did to help hospitals.

Substantive Knowledge: Florence Nightingale revolutionised nursing by introducing principles of hygiene and sanitation, hospital organization, and nursing education, significantly reducing the mortality rates in hospitals. Her dedication during the Crimean War and subsequent reforms in hospital settings laid the foundation for modern nursing practices: **Sanitation and Hygiene Practices:** Nightingale emphasised the importance of clean hospital environments, adequate ventilation, and proper sanitation practices. Her approach dramatically reduced the infection rates in hospitals, particularly during her work in the Crimean War, where she insisted on thorough cleaning of the wards and proper sewage disposal.

Hospital Design: She advocated for hospital designs that included better ventilation and natural light, which led to the popularization of the "pavilion" style of hospital architecture. This style featured long, straight hospital wards built with windows on both sides to ensure cross-ventilation and sunlight, reducing the spread of infections. **Introduction of Trained Nursing Staff:** Nightingale established the first scientifically based nursing school, the Nightingale School for Nurses at St. Thomas' Hospital in London in 1860. This was a critical step in professionalizing nursing, emphasizing the importance of education and training in patient care. **Statistical Approach to Health Care:** Nightingale was a pioneer in the use of statistics and data in healthcare. She collected data meticulously and used statistical charts to argue for hospital reform and improved healthcare practices, demonstrating how better care could lead to lower mortality rates. **Patient Care Standards:** She introduced several innovative practices in patient care, including the establishment of dietary guidelines for patients, the use of patient libraries and recreational activities to aid in recovery, and standardized care practices to ensure every patient received the best possible care.

4. Identify the things that Mary Seacole did to help hospitals.

Substantive Knowledge: Mary Seacole is renowned for her contributions during the Crimean War, where she independently established a facility near the battlefield to provide care for wounded soldiers. Her use of traditional herbal remedies and her role in offering comfort and rehabilitation highlight her innovative approach to medical care. [Meet Mary Seacole | Museum of London](#) **Improvising Medical Facilities:** Mary Seacole built and managed the British Hotel near Balaclava, Crimea, which served as a rest and recuperation area for sick and convalescing soldiers. Although not a hospital in the conventional sense, it provided many of the services of one, including comfortable accommodations and nursing care. **Direct Battlefield Support:** Unlike many of her contemporaries who remained within hospital settings, Seacole often went onto the battlefield to nurse wounded soldiers. This direct approach allowed for immediate care and intervention, which was crucial in saving lives and preventing further complications from injuries. **Use of Herbal Remedies:** Seacole used her knowledge of Caribbean herbal remedies to treat various ailments. Her treatments included the use of herbal medicines to treat soldiers for ailments like cholera and yellow fever, which were common and often poorly understood at the time. **Hygiene and Comfort:** She was known for emphasizing the importance of cleanliness and comfort for recovering soldiers, ensuring that they had clean linens and good food, which contributed significantly to their recovery. Her attention to these details often exceeded the standards of some established military hospitals. **Personalized Care and Moral Support:** Mary Seacole also provided much-needed psychological and emotional support to the

metal, paper dolls surged in popularity. They were cheap to produce and offered children a creative outlet, with the ability to change outfits and roles for the dolls. **Board Games:** Board games adapted to the wartime theme, incorporating strategies and scenarios that mimicked wartime tactics or home front efforts like rationing and resource management (like ‘Axis and Allies’). After the war, the availability of metal and other materials resumed, leading to a boom in the toy industry with more innovative and diverse products. This period of constraint had encouraged creativity among toy manufacturers, which had a lasting impact on the types of toys produced and the materials used. This adaptation during wartime is a compelling example of how industries pivot in response to material shortages and broader societal changes, influencing product offerings and consumer behaviour long-term.

5. Know that toy designs were influenced by society

Substantive Knowledge: Early Beginnings and Reflecting Femininity (1959-1960s): Barbie was introduced in 1959 as a fashion doll with a stylish wardrobe, representing modernity and independence, which was a breakthrough from traditional dolls that depicted women primarily as caregivers. This change encouraged young girls to envision a variety of roles for themselves beyond domestic spheres. **Diversity and Representation (1970s-1980s):** As societal norms evolved, Barbie began to embrace diversity. This period saw the introduction of Barbies from different ethnic backgrounds, which helped all children to see themselves represented in their toys. This was a significant step towards inclusivity and reflected the broader cultural shifts towards recognizing and celebrating diversity. **Career Ambitions (1980s-1990s):** Barbie's image transformed from just a fashion icon to a symbol of empowerment, taking on various professions like astronauts, doctors, and entrepreneurs. This shift mirrored the increasing participation of women in various professional fields and emphasized education and ambition, encouraging young girls to aspire towards diverse and high-achieving careers.

6. Identify how toys were aimed at different genders

Substantive Knowledge: Introduction to the history of automobiles, starting with early steam-powered vehicles, moving through the invention of the internal combustion engine, and up to today’s electric and hybrid cars. Emphasis on how innovations in engineering and environmental considerations have shaped their development.

1950s - Barbie Dolls: Introduced in 1959, Barbie dolls were marketed to girls and quickly became synonymous with female-targeted toys. They emphasised fashion and beauty, aligning with traditional female roles. **1960s - G.I. Joe:** Launched in the 1960s as a "boy's doll," G.I. Joe was marketed as an action figure, not a doll, to appeal to boys with themes of adventure and heroism, tapping into traditional male stereotypes of bravery and warfare. **1970s - Easy-Bake Oven:** Marketed primarily to girls, the Easy-Bake Oven capitalized on traditional female roles involving cooking and domesticity. The commercials often showed girls baking treats for friends and family. **1980s - Transformers:** These toys were heavily marketed toward boys with an animated TV show, emphasizing action, conflict, and technology, elements traditionally associated with male interests. **1990s - Polly Pocket:** This line of miniature dolls and accessories was targeted towards girls, emphasizing themes of friendship, domesticity, and adventure within safe, everyday scenarios. **2000s - Bratz Dolls:** Introduced as a more fashion-forward alternative to Barbie, Bratz dolls were marketed towards girls with a strong emphasis on fashion, shopping, and glamour, reinforcing modern feminine stereotypes. **2010s - Nerf Rebelle:** A line of Nerf guns

	<p>soldiers. She was known for her warm bedside manner and the personal care she offered to those she nursed, which boosted morale and improved the overall well-being of her patients.</p> <p>5.Compare the roles of nurses today with those in Florence Nightingale’s time.</p> <p>Substantive Knowledge: Education and Training: In Florence Nightingale's time, nurses learned mostly through experience, and there weren't many formal schools for nursing. Today, nurses go to school for several years and learn a lot from books, lectures, and hands-on practice in hospitals. They also take big exams to get their nursing licenses. Technology: Back in the 1800s, when Florence Nightingale was nursing, there weren't things like electric heart monitors, digital thermometers, or MRI machines. Today, nurses use lots of advanced technology to help care for their patients. This technology helps them understand exactly what’s wrong with a patient so they can provide the best care possible. Roles and Responsibilities: Florence Nightingale’s nurses mainly helped doctors and followed their instructions. Now, nurses do so much more! They can diagnose health problems, prescribe certain medications, and even lead health teams. Some nurses are even specialized in areas like surgery or paediatrics, which means they know a lot about a specific type of care. Work Environment: During Florence Nightingale’s time, nurses worked mostly in hospitals that were not very nice by today’s standards. Now, hospitals are cleaner, safer, and better equipped. Nurses also work in many other places like schools, homes, and clinics. Respect and Recognition: Florence Nightingale helped show the world how important nurses are to healthcare. Today, nurses are recognized as key parts of health care teams. People understand that nurses do a lot of important work and need good knowledge and skills to help their patients.</p> <p>6. To put medical fields in time order</p> <p>Substantive Knowledge: 1791The establishment of the first lying-in hospital in Britain at the British Lying-in Hospital, marking a clear institutional recognition of obstetrics as a specialty, Early 1900s: Radiology emerges as a specialty following the discovery of X-rays.1917: Neurology and psychiatry begin to emerge as distinct specialties, particularly influenced by their roles in managing wartime psychological traumas. 1930s-1950s: Cardiology and endocrinology develop as specialties due to advances in technology and a deeper understanding of diseases specific to these areas.</p>	<p>aimed at girls, featuring designs with floral patterns and pastel colours. This line attempted to bridge traditional gender divides by offering action-oriented toys in a style that appealed to societal norms for girls. 2015 - LEGO for Girls: LEGO introduced sets specifically targeted at girls with its "Friends" series, featuring scenarios and colours thought to be more appealing to girls, such as beauty salons, houses, and cafes</p>
<h2>How does the history curriculum in Year One help to prepare our children for Year Two?</h2>		
<p>Developing Chronological Understanding:</p> <p>Year One: Students learn to understand timelines and the sequence of events, such as the reigns of British monarchs. This helps them grasp the concept of chronological order and the passage of time.</p> <p>Preparation for Year Two: This foundational skill is crucial for Year Two, where students need to sequence events such as the Great Fire of London, deepening their chronological understanding and ability to situate events within a historical context.</p> <p>Introduction to Significant Individuals and Events:</p> <p>Year One: Students explore significant figures like Queen Victoria and their impact on British society. This helps them understand how individuals can influence history.</p> <p>Preparation for Year Two: This knowledge prepares them for Year Two topics that focus on individuals such as Samuel Pepys and events like the Great Fire of London, thereby continuing to develop their understanding of individual contributions to broader historical narratives.</p>		

	<p>Understanding Societal Changes and Historical Impact:</p> <p>Year One: Introduction to the changes in hospitals and healthcare brought about by figures like Florence Nightingale lays a groundwork for understanding societal impacts of historical events.</p> <p>Preparation for Year Two: This serves as a precursor to Year Two’s exploration of societal impacts of historical events such as the changes brought about by the World Wars, studied through Remembrance Day activities.</p> <p>Exploring Local and National History:</p> <p>Year One: Studies of local history and significant national events such as the roles and symbols of the British Monarch set the stage for understanding the role of historical figures and symbols in national identity.</p> <p>Preparation for Year Two: In Year Two, students engage in more focused local history studies that reflect the national narrative, enhancing their understanding of how local and national histories are interlinked.</p> <p>Building Research and Inquiry Skills:</p> <p>Year One: Focusing on using various sources to gain historical insights, such as identifying past kings and queens, helps develop initial research skills.</p> <p>Preparation for Year Two: This skill is further developed in Year Two, where students undertake more complex inquiries such as analysing artefacts linked to historical events like Remembrance, ensuring a progressive enhancement of their research and critical thinking abilities.</p>		
	Autumn	Spring	Summer

Year Two	<p>1. L.O.: Understand what ‘remembering’ is and why Remembrance is important</p> <p>Substantive Knowledge: Students should grasp the concept of Remembrance as a means to honour and memorialize those who have served and sacrificed in military conflicts, particularly focusing on World War I and II. This includes understanding the origins of Remembrance Day, its symbols like poppies, and the reasons societies choose to remember past events. LOCAL AREA STUDY: Hall of Memory, Birmingham War Memorial</p> <p>2. L.O.: To investigate artefacts linked to Remembrance</p> <p>Substantive Knowledge: Exploration of physical artefacts like medals, memorial plaques, and old photographs helps students connect with the personal histories and stories of those affected by war. Understanding these artefacts provides a tangible connection to history, emphasizing the human aspect of wars.</p> <p>3. L.O.: To identify and explain symbols of Remembrance</p> <p>Substantive Knowledge: Students need to identify key symbols associated with Remembrance such as poppies, which symbolise the bloodshed in the fields of Flanders, and the minute of silence, which represents a moment to honour the fallen. The understanding of how and why these symbols are used during remembrance events is crucial.</p> <p>4. L.O.: To compare the room of WWI soldier Hubert Rochereau to a modern room</p> <p>Substantive Knowledge: By comparing the preserved bedroom of Hubert Rochereau, a WWI soldier, with a contemporary bedroom, students can observe changes in living standards, personal belongings, and the way personal memories are preserved over time. French town tries to save first world war soldier’s room for posterity First world war The Guardian</p> <p>5. L.O.: To identify key historical events for Remembrance</p> <p>Substantive Knowledge: Understanding specific events that led to the observance of Remembrance Day, including major battles like the Battle of the Somme and the signing of the Armistice. This knowledge helps students see the global impact of these events and why they remain significant in public memory.</p> <p>6. L.O.: To know how war affected Birmingham.</p> <p>Substantive Knowledge: Explore how Birmingham was impacted during the world wars, focusing on the Blitz during WWII, changes in the cityscape, and how the population's daily life and industries were</p>	<p>1. L.O.: To compare London today to London in 1666</p> <p>Substantive Knowledge: Students should examine the architectural, demographic, and technological differences between modern London and London of 1666. This comparison will highlight how the city has evolved, especially in terms of building materials and urban planning, influenced largely by the reconstruction after the fire. Historical city travel guide: London, late 16th century British Museum</p> <p>2. L.O.: To recognize key figures involved in the Great Fire of London</p> <p>Substantive Knowledge: Students should learn about individuals like Samuel Pepys, whose diaries provide a detailed eyewitness account of the fire, and Thomas Farriner, whose bakery is famously noted as the fire’s starting point. Understanding the roles of these key figures helps illuminate the human elements of historical events.</p> <p>3. To understand the causes of the Great Fire of London</p> <p>Substantive Knowledge: Understanding that the Great Fire was caused by a combination of a dry summer, strong winds, and the predominance of wooden buildings with thatched roofs. This knowledge sets the stage for discussions on fire safety, urban planning, and the importance of building materials in preventing fires. Pupils can contrast the physical causes (the thatching and proximity of houses to each other) against human causes – e.g. the slowness of the authorities and individuals to respond: BBC Sounds - Short History Of... - Eight things you might not know about the Great Fire of London</p> <p>4. To know how the fire was extinguished</p> <p>Substantive Knowledge: Learn about the methods used to fight the fire, including pulling down houses to create firebreaks, using leather buckets, squirts, and firehooks. This objective also covers the limitations of firefighting techniques of the time and how they influenced the fire’s devastation.</p> <p>5. To know why London was rebuilt differently after the fire</p> <p>Substantive Knowledge: Explore the architectural and urban planning changes implemented after the fire, such as the banning of thatch and the introduction of wider streets and brick buildings. These changes were influenced by the need to improve fire resilience and public health conditions.</p> <p>6. To arrange the timeline of the Great Fire of London</p> <p>Substantive Knowledge: Students should understand the sequence of events from the fire’s start on September 2, 1666, its spread, and eventual extinguishing on September 6. This timeline is crucial for grasping the speed and extent of the fire’s impact on the city. The Great Fire of London for schools Museum of London</p>	<p>1. To identify early types of transport</p> <p>Substantive Knowledge:</p> <p>Horse-drawn Carriages: A primary mode of transport for people in the Victorian era, ranging from simple carts for common folk to elaborate coaches for the wealthy. Stagecoaches: These were used for longer journeys between towns and were a common public transport option, operating on regular schedules much like buses do today. Sailing Ships: For travel over water, including both domestic and international routes, sailing ships were the main mode of transport before the advent of steam-powered ships. Steam Trains: The introduction of the railway and steam locomotives in the Victorian era revolutionized land travel, providing faster and more reliable transport across the country. Canal Boats: Before the widespread adoption of railways, canal boats were a popular method for transporting heavy goods and sometimes passengers along the extensive British canal network. Walking: For the vast majority who could not afford horse-drawn transportation, walking was the most common way to travel short to moderate distances. Bicycles: Introduced in the late Victorian era, bicycles became a popular form of personal transport thanks to improvements like the safety bicycle design. Hansom Cabs: A type of horse-drawn cab designed to be more manoeuvrable in the crowded streets of cities, featuring a two-wheeled carriage with the driver seated behind the passengers. Paddle Steamers: Used on rivers and coastal services, these steam-powered boats were important for both passenger and freight transport. Riding Horses: For those who could afford them, horses were not just for pulling carriages but also for personal riding, offering a quick and flexible way to travel.</p> <p>To recognize how bicycles have changed over time</p> <p>Substantive Knowledge: Students should explore the history of bicycles, starting from the wooden-framed velocipede to modern carbon fibre bikes. Key aspects include changes in materials, design for comfort and efficiency, and innovations like gears and electric assistance. The Evolution of the Bicycle – bridgeman blog (bridgemanimages.com)</p> <p>2. To explain how cars have changed</p> <p>Substantive Knowledge: <u>Children must recognise that new technology drove change over time.</u> Invention of Cars: Start with the basic idea that cars were invented to help people travel faster than walking or using horses. Explain that the first cars were very simple and slow. Improvements in Safety: Discuss how early cars were not very safe, and over time, inventors have made lots of improvements. Examples can include seat belts, airbags, and more durable car frames. Use simple terms to explain how these features help protect people in cars. Engine Technology: Explain that the first cars had very simple engines and could not go very fast. Over time, engineers have developed better engines that can go faster and are more reliable. For young children, comparing it to how they learn to run faster as they grow might be effective. Fuel and Energy: Introduce the concept of different types of energy used to make cars go. Initially, all cars used petrol, but now there are cars that can use electricity. This can be tied to a simple discussion on why it's important to use less petrol in order to keep the air clean. Electronics in Cars: explain how early cars were very manual and did not have electronic help. Now, cars have computers that help them work better and keep passengers safe, like computers that help brakes work better in emergencies. Design Changes: Talk about how cars have changed in appearance and comfort. Early cars were open to the air and very</p>
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affected. This local perspective helps students connect global events with their community’s history. [Birmingham: Industrial City | Historic England](#)

uncomfortable, while modern cars are enclosed and have comfortable seats, heating, and air conditioning.
Environmental Considerations: Touch on the idea that newer cars are made to pollute less, which helps keep the planet healthier. This might include talking about cars that use less gas or no gas at all (like electric cars).

[Car History Timeline: From 3-Wheeled Buggies to Self-Driving Vehicles | HISTORY](#)

3. To identify our earliest aeroplanes and compare them to present aircraft

Substantive Knowledge: Wright Flyer (1903): This was the first successful powered aircraft designed and built by the Wright brothers. Its historic flight on December 17, 1903, marks the beginning of the aviation age. The Wright Flyer utilized a biplane structure and was powered by a simple four-cylinder engine, demonstrating that controlled, powered flight was possible. **Spirit of St. Louis (1927):** This single-engine monoplane was flown solo by Charles Lindbergh across the Atlantic Ocean from New York to Paris, marking the first non-stop flight over the Atlantic. This achievement demonstrated the potential of aircraft for long-distance travel and captured the world’s imagination about aviation. **Boeing 707 (1958):** As one of the first successful commercial jet airliners, the Boeing 707 revolutionized air travel by significantly reducing flight time and increasing comfort compared to propeller-driven aircraft. It helped to usher in the jet age and made commercial air travel more accessible to the general public. **Lockheed SR-71 Blackbird (1966):** The fastest manned air-breathing aircraft, the SR-71 Blackbird served as a strategic reconnaissance aircraft for the United States Air Force during the Cold War. Its capabilities in speed (Mach 3+) and high-altitude flight demonstrated advancements in both materials, such as titanium, and in aerodynamic design. **Concorde (1976):** As a turbojet-powered supersonic passenger airliner, the Concorde represented the peak of speed in commercial air travel, capable of cruising at speeds of Mach 2.04 (over twice the speed of sound). Although economically short-lived, it showed the technological possibilities of supersonic passenger travel.

4. To identify spaceships used in the past and compare them to present spacecraft

Substantive Knowledge: Understand the development of space exploration vehicles from the early rockets like the Vostok 1, which carried the first human to space, to today's reusable spacecraft like SpaceX’s Falcon 9. This includes learning about the milestones in spacecraft design, capabilities, and missions. [Space exploration - Milestones, Achievements, History | Britannica](#)

6. To order vehicles on a timeline

Substantive Knowledge:
Chn must know when the significant vehicles they’ve studied so far were invented. They must be able to place these on a timeline adapted for their understanding of number. Chn must be able to articulate how vehicles at the beginning of the timeline are the earliest examples of transport and vehicles at the end are more recent examples of transport. Children must correctly place a

How does the history curriculum in Year Two help to prepare our children for Year Three?

	<p>Understanding of Chronology:</p> <p>Year Two: Students focus on events like the Great Fire of London, where they explore timelines and the sequence of historical events.</p> <p>Preparation for Year Three: This skill is crucial for studying historical periods such as the Stone Age to the Iron Age. The ability to place events and periods in a chronological framework is further developed, enabling students to understand the broad span of history covered in Year Three.</p> <p>Development of Historical Inquiry:</p> <p>Year Two: Emphasis is placed on developing research skills through investigating artifacts linked to Remembrance Day, allowing students to connect personally with historical events.</p> <p>Preparation for Year Three: These skills are essential for more complex inquiries, such as investigating the impact of the Neolithic Revolution and examining Bronze Age artifacts. Students will engage in artifact analysis and explore the implications of historical changes on societies.</p> <p>Understanding Significant Historical Events and Figures:</p> <p>Year Two: Learning about significant figures like Samuel Pepys and events such as Remembrance and the Great Fire of London.</p> <p>Preparation for Year Three: This prepares students to study the Roman Empire and its impact on Britain, understanding the roles of figures like Julius Caesar in creating societal and Empire-wide changes through conquest. This enables children to see that conquest is a not an isolated and relatively recent facet of history but is deeply rooted in human history.</p> <p>Exploration of Societal Changes:</p> <p>Year Two: Exploring societal changes through events like World War I and II during Remembrance Day studies.</p> <p>Preparation for Year Three: This thematic exploration advances with the study of transitions from the Palaeolithic to the Mesolithic era, and later the societal transformations during the Neolithic Revolution, providing a continuum in understanding how societies evolve.</p> <p>Local and National History Connections:</p> <p>Year Two: Studies incorporate local history which helps personalize historical events, such as how war affected Birmingham.</p> <p>Preparation for Year Three: The exploration of local impacts of broader events prepares students for understanding how the Roman Empire influenced local British history, creating connections between local and global historical narratives</p>		
	Autumn	Spring	Summer

Year Three	<p>1. To identify key characteristics of the Stone Age</p> <p>Substantive Knowledge: Students should understand that the Stone Age was the earliest known period of human culture, characterized by the use of stone tools. It includes learning about hunter-gatherer societies, the use of fire, and the types of dwellings they lived in.</p> <p>2. To explore the changes from the Palaeolithic to the Mesolithic era</p> <p>Substantive Knowledge: Focus on the transition from Palaeolithic (Old Stone Age), with nomadic lifestyles dependent on hunting and gathering, to Mesolithic (Middle Stone Age), marked by the development of more sophisticated and smaller stone tools and the beginning of a more settled existence.</p> <p>3. To investigate the impact of the Neolithic revolution</p> <p>Substantive Knowledge: Discuss the transformation from nomadic tribes to settled communities that farmed, domesticated animals, and developed new technologies like pottery, leading to the rise of villages and trade. Primary Source: Samples of early pottery or images of ancient farming tools.</p> <p>4. To examine the introduction of metalworking in the Bronze Age</p> <p>Substantive Knowledge: Understand how the discovery of metalworking, particularly the creation of bronze through the alloying of copper and tin, revolutionized tools, weapons, and art, facilitating further societal complexity</p> <p>5. To explore the impact of iron smelting on society</p> <p>Substantive Knowledge: Learn how the development of iron smelting allowed for stronger tools and weapons and discuss how this technological advancement impacted agriculture, warfare, and societal structures.</p> <p>6. To compare the stone, bronze, and iron age societies</p> <p>Substantive Knowledge: Compare the technological and cultural advancements across these ages, focusing on how each period built upon the previous one in terms of tool making, societal organization, and the development of trade and warfare.</p>	<p>1. To identify the extent of the Roman Empire</p> <p>Substantive Knowledge: Students should understand the geographical reach of the Roman Empire at its peak, encompassing Europe, parts of North Africa, and the Middle East. This coverage highlights Rome’s influence on various cultures and the administrative and logistical prowess that maintained such a vast territory. Chn should understand the importance of figures like Julius Caesar in transforming Rome from a Republic to an Empire.</p> <p>2. To explore Roman society</p> <p>Substantive Knowledge: Explore the complexities of Roman society, including its class structure, family dynamics, daily life, and the roles of different members within the society. Special attention should be paid to the contrasts between life in Rome and the provinces.</p> <p>3. To identify Roman innovations</p> <p>Substantive Knowledge: Identify and discuss key Roman innovations such as the development of concrete, road systems, aqueducts, and military strategies which have had lasting impacts on modern engineering and military tactics.</p> <p>4. To know about the Roman army’s organization and tactics</p> <p>Substantive Knowledge: Understand the structure and discipline of the Roman military, including the organization of legions, the role of soldiers, and common tactics used in expansion and defence of the Empire.</p> <p>5. To examine the impact of the Roman Empire on Britain</p> <p>Substantive Knowledge: Discuss how Roman conquest affected Britain, including the introduction of Roman law, culture, and technology, and how these influences shaped early British society.</p> <p>6. To understand the reasons behind the decline of the Roman Empire</p> <p>Substantive Knowledge: Explore the complex causes behind the fall of the Roman Empire, including economic troubles, military struggles, and political issues, highlighting the interplay of internal decay and external pressures.</p>	<p>1. To identify the differences in daily routines of children 100 years ago compared to today</p> <p>Substantive Knowledge: Compare the daily life of children today with those living a century ago, focusing on differences in schooling, chores, leisure activities, and family responsibilities. Primary Source: Diaries or photographs of children from the early 20th century.</p> <p>2. To explore changes in education over the last 100 years</p> <p>Substantive Knowledge: Investigate how educational practices, access to education, and educational expectations for children have evolved over the past century, including the impact of technology and changing societal roles on education.</p> <p>3. To investigate the evolution in children’s clothing over the last 100 years</p> <p>Substantive Knowledge: Examine how children’s clothing has changed due to factors like evolving fashion sensibilities, economic conditions, and innovations in materials and manufacturing. Primary Source: Catalogues and advertisements showing children’s clothing from various decades.</p> <p>4. To learn about advancements in healthcare and nutrition over the last 100 years</p> <p>Substantive Knowledge: Discuss major advancements in paediatric healthcare and nutrition, including the introduction of vaccines, the development of paediatric medicine, and changes in dietary recommendations.</p> <p>5. To examine the changes in technology in children’s lives over the last 100 years</p> <p>Substantive Knowledge: Review technological advancements that have significantly influenced children’s lives, such as the introduction of television, computers, and the internet, focusing on how these technologies have altered communication, learning, and play.</p> <p>6. To understand how changes to rights and protections for children have changed over time</p> <p>Substantive Knowledge: Explore the development of legal rights and protections for children, including labor laws, education rights, and child welfare initiatives, noting how societal views on children’s rights have evolved.</p>
	How does the history curriculum in Year Three help to prepare our children for Year Four?		
	1. Historical Inquiry and Technological Developments:		

<div><div></div><div>Year Three Objectives: Students explore significant technological transformations such as the Neolithic Revolution, and transitions through the Bronze to Iron Age, focusing on how societies evolved with advancements in tool-making and metalwork.</div><div>Preparation for Year Four: This lays a solid groundwork for Year Four’s curriculum, which delves into the Anglo-Saxons and Vikings. Understanding the technological progress from earlier civilizations enables students to appreciate the cultural and technological contributions of these later groups, including their metallurgy, shipbuilding, and settlement patterns.</div><div>2. Understanding of Chronological Progression:</div><div>Year Three Objectives: The curriculum emphasizes a chronological understanding of ancient civilizations, highlighting their development and societal changes over time.</div><div>Preparation for Year Four: This chronological awareness is crucial as students in Year Four study the timeline of Anglo-Saxon and Viking activities in Britain, helping them understand the sequence of historical events and how these influenced modern British history.</div><div>3. Comparative Analysis of Societal Structures:</div><div>Year Three Objectives: Students compare different ages, such as the Stone, Bronze, and Iron Ages, focusing on societal organization and technological advancements.</div><div>Preparation for Year Four: This comparative approach is essential for Year Four, where students analyze the societal structures of Anglo-Saxons and Vikings. They explore differences and similarities in laws, art, and daily life, enhancing their analytical skills.</div><div>4. Link to National Curriculum Aims:</div><div>Year Three Objectives: The curriculum aligns with national standards to develop a chronologically secure knowledge of history, understanding technological and societal changes.</div><div>Preparation for Year Four: This alignment ensures students are prepared for Year Four’s focus on the impact of historical periods like those of the Anglo-Saxons and Vikings on contemporary society, fostering a comprehensive historical perspective and critical thinking skills.</div></div>			
Year Four	<div>To identify who the Anglo-Saxons were</div> <div>Substantive Knowledge: Students should learn about the origins and migration of the Anglo-Saxons from mainland Europe to Britain in the early 5th century. They need to explore the cultural, technological, and social aspects of the Anglo-Saxons, including their language contributions and settlement patterns.</div>	<div>To explore who the Vikings were</div> <div>Substantive Knowledge: Students should learn about the Vikings originating from Scandinavia (modern-day Norway, Sweden, and Denmark) during the late 8th to early 11th centuries. They need to understand the Vikings not only as raiders but also as traders, explorers, and settlers who impacted vast regions from Eastern Europe to North America.</div>	
	<div>To explore the daily life of the Anglo-Saxons</div> <div>Substantive Knowledge: Investigate the daily life in Anglo-Saxon England, focusing on their agricultural practices, domestic life, societal roles, and the construction of their homes. This includes their diet, clothing, and the structure of their communities.</div>	<div>To investigate life in Viking society</div> <div>Substantive Knowledge: Examine the various aspects of daily life in Viking society, including their social structure, roles within families and communities, their farming practices, and religious beliefs. Discussion should also cover their famous longships and their role in Viking expansion.</div>	
	<div>To investigate the Anglo-Saxon system of kingdoms</div> <div>Substantive Knowledge: Students should understand how the Anglo-Saxon territories were divided into several kingdoms such as Wessex, Mercia, and Northumbria, each with its own royal family. They should explore how these kingdoms interacted, their political structures, and their contributions to what would become a unified England.</div>	<div>To explore the design and significance of Viking longships</div> <div>Substantive Knowledge: Understand the advanced design of Viking longships and their significance for Viking success as seafarers, raiders, and traders. The longship’s design facilitated navigation of both open seas and shallow rivers, enabling not just raiding but also exploration and settlement.</div>	
	<div>To examine Anglo-Saxon art and culture</div>	<div>To explore Franklin’s discoveries in ‘static’ and ‘current’ electricity</div> <div>Substantive knowledge: Explore his significant contributions to the understanding of electricity, particularly through his experiments with static and current electricity. Franklin conducted experiments with static electricity, including rubbing objects together to create electric charge. He famously performed the kite experiment in 1752. He introduced the concept of electric current flowing from positive to negative,</div>	
		<div>To describe the contributions of Tesla to our understanding of electricity</div> <div>Substantive knowledge: Know he was an engineer who made contributions towards the development of electricity. To explore: Alternating Current (AC) System, Tesla Coil, Radio and Wireless Communication, Induction Motor, Tesla Turbine, Wireless Power Transmission</div>	
		<div>To describe the contributions of Edison to our understanding of electricity</div> <div>Substantive knowledge: Know he made significant contributions to our understanding and usage of electricity. To explore: Electric Lighting System,</div>	

	<p>Substantive Knowledge: Explore the artistry of the Anglo-Saxons, noted for their intricate metalwork, jewellery, and illuminated manuscripts. Students should learn about the symbolism in their artwork and how it reflects their daily life and beliefs.</p> <p>To compare Anglo-Saxon law to present-day laws</p> <p>Substantive Knowledge: Analyse the legal systems of the Anglo-Saxons, particularly focusing on concepts such as 'wergild' and the use of 'moots' (meetings) for local justice. Compare these with the contemporary British legal system, highlighting changes in legal principles and the administration of justice.</p> <p>To understand the legacy of the Anglo-Saxons on Britain</p> <p>Substantive Knowledge: Reflect on how the Anglo-Saxons have influenced modern British culture, language, and legal systems. This includes the impact of their agricultural practices, place names, and contributions to the English language.</p>	<p>Substantive Knowledge: Analyse the historical significance of the Viking raid on the monastery at Lindisfarne in 793 AD, marking the beginning of the Viking Age. This event should be explored in terms of its brutality, the shock to the Christian West, and its long-term implications for European history.</p> <p>To understand the Viking belief system and mythology</p> <p>Substantive Knowledge: Explore the mythology and religious beliefs of the Vikings, including their pantheon of gods such as Odin, Thor, and Freyja, and mythological tales that explained natural phenomena, human qualities, and the afterlife. Understanding how these beliefs influenced Viking culture and their activities, such as raiding and settling, is crucial.</p> <p>To understand the legacy of the Vikings for Britain</p> <p>Substantive Knowledge: Reflect on how the Vikings influenced modern Britain, focusing on their settlements and integration into British society, their contribution to the English language (loanwords), and place names. The long-term impacts on cultural, genetic, and linguistic aspects should be highlighted.</p>	<p>Direct Current (DC) Power Distribution, Electric Power Meter, Electrical Grid Infrastructure</p> <p>To evaluate the disagreements between Edison and Tesla</p> <p>Substantive knowledge: Explore their disagreements, Direct Current (DC) vs. Alternating Current (AC): Edison was a proponent of direct current (DC) systems for electrical power distribution. He believed that DC was safer and more reliable than alternating current (AC). War of Currents, rivalry between Edison's DC system and Tesla's AC system for dominance in the electrical power industry. Business - Edison was a savvy businessman who founded successful companies and held numerous patents for his inventions. Tesla struggled with financial and business matters. He often prioritised his scientific pursuits over commercial interests, leading to financial difficulties and missed opportunities for commercialising his inventions.</p> <p>To create a timeline to show the development of electrical technology.</p> <p>Substantive knowledge: To know 1600 William Gilbert's distinction between static electricity and magnetism, 1752 Franklin proves lightning is electrical, 1800 invention of the battery, 1831 Faraday produces an electrical current from a magnetic field, 1860 Swan invents light bulb, 1879 Edinson modern light bulb, Cragside 1880 first house to be lit with hydroelectricity, 1888 Tesla AC motor, 1935 National Grid supplies electricity to UK</p> <p>To evaluate the impact of electricity on society over the last 100 years</p> <p>Substantive knowledge: Urbanisation: Electricity enabled the growth of cities by providing reliable lighting, heating, and power for transportation systems, Communication: Electricity played a crucial role in the development of communication technologies such as telephones, telegraphs, and eventually the internet. Healthcare: Electricity has transformed healthcare through innovations like medical imaging technologies, Education: Electricity has transformed education by enabling the widespread use of computers, internet connectivity, and digital learning resources in schools and universities.</p>
	How does the history curriculum in Year Four help to prepare our children for Year Five?		
	<p>Expansion of Chronological Awareness:</p> <p>Year Four Objectives: Understanding the timeline and historical context of the Anglo-Saxons and Vikings.</p> <p>Preparation for Year Five: This develops a strong sense of chronology which is crucial for Year Five when students study ancient civilizations such as the Egyptians and Greeks, helping them place these societies in a broader historical context.</p> <p>Deepening Historical Inquiry Skills:</p> <p>Year Four Objectives: Engaging with sources to learn about the lifestyles, beliefs, and societal organization of the Vikings and Anglo-Saxons.</p>		

Year Five	<p>Preparation for Year Five: These inquiry skills are directly applicable to Year Five's studies of how ancient civilizations like Egypt influenced global history, enhancing students' abilities to analyse and interpret historical evidence.</p> <p>Understanding Societal Structures and Cultural Diversity:</p> <p>Year Four Objectives: Examining the societal structures and cultural practices of the Vikings and Anglo-Saxons.</p> <p>Preparation for Year Five: Prepares students for comparing different social hierarchies and governance systems, like those of the Egyptian pharaohs and Greek democracies, providing a foundation for understanding the complexities of ancient societies.</p> <p>Comparative Analysis:</p> <p>Year Four Objectives: Students compare the laws, art, and daily life of the Anglo-Saxons and Vikings.</p> <p>Preparation for Year Five: This comparative approach is expanded to include discussions on how geography influenced societal development in civilizations such as Greece and Egypt, helping students develop critical thinking through comparative historical analysis.</p> <p>Exploration of Legacy and Long-term Impact:</p> <p>Year Four Objectives: Reflecting on how the legacies of the Vikings and Anglo-Saxons influence modern Britain.</p> <p>Preparation for Year Five: Students are equipped to explore how the scientific achievements of the Greeks and the monumental architecture of the Egyptians have left lasting impacts, fostering an understanding of the enduring influence of ancient civilizations on modern society.</p>		
	Autumn	Spring	Summer
	<p>To understand the Nile’s significance in Ancient Egypt</p> <p>Substantive Knowledge: Students should learn how the Nile River was crucial to the development of Egyptian civilization, providing a source of irrigation, enabling agriculture, and serving as a critical transportation route. The annual flooding of the Nile deposited rich silt on its banks, allowing Egyptians to grow surplus crops and support a large population.</p> <p>To explore Egyptian hierarchy and roles</p> <p>Substantive Knowledge: Explore the complex social hierarchy of Ancient Egypt, from the Pharaoh at the top, followed by nobles, priests, scribes, merchants, and artisans, down to farmers and slaves. Understanding the roles and contributions of each social class helps illuminate how Egyptian society functioned.</p> <p>To investigate religious beliefs of the Egyptians</p> <p>Substantive Knowledge: Students should examine the rich pantheon of gods worshipped by the Egyptians, the concept of the afterlife, and the rituals surrounding death and burial, including the importance of mummification and the construction of pyramids and tombs.</p> <p>To learn about the achievements of the Egyptian civilizations</p> <p>Substantive Knowledge: Understand the major achievements of Ancient Egypt in architecture, astronomy, mathematics, and medicine. Key highlights include the construction of the</p>	<p>To understand how Greece’s geography shaped its development.</p> <p>Substantive Knowledge: Students should explore how the mountainous terrain and the seas surrounding Greece influenced the development of city-states (polis) like Athens and Sparta, fostering a maritime culture and necessitating political and social developments unique to each city-state. This geography encouraged trade and cultural exchange but also led to independent and sometimes conflicting city-states.</p> <p>To explore the development of democracy in Ancient Greece</p> <p>Substantive Knowledge: Investigate the origins and evolution of democracy in Athens, including significant reforms by leaders like Solon and Cleisthenes that laid the foundation for citizen participation in governance. Discuss the mechanisms of democracy, such as the assembly (Ekklesia), the council (Boule), and the courts, and how these institutions functioned to involve citizens in decision-making processes.</p> <p>To investigate the organisation of Greek society</p> <p>Substantive Knowledge: Delve into the daily life, roles, and social structure of Greek society, including the distinctions between citizens, non-citizens, slaves, and women. Discuss the societal norms, education, economy, and the symposium as a social institution where politics, philosophy, and arts were discussed among male citizens.</p> <p>To investigate the mythology and religion of Ancient Greece</p> <p>Substantive Knowledge: Explore the central role of mythology and religion in Greek culture, including the pantheon of gods and goddesses, the significance of mythological tales in explaining natural phenomena, moral lessons, and</p>	<p>To identify the key changes and innovations marking the beginning of the Industrial Revolution in Britain</p> <p>Substantive Knowledge: Students should learn about the major technological innovations and societal changes that characterized the beginning of the Industrial Revolution, including the development of steam power, the mechanization of textile production, and the introduction of iron-making techniques. Key inventions such as the steam engine by James Watt and the spinning jenny by James Hargreaves should be highlighted.</p> <p>To learn about the Galton family’s contributions to the Industrial Revolution</p> <p>Substantive Knowledge: Explore the specific contributions of the Galton family to the Industrial Revolution, focusing on their involvement in metalworking and banking. Discuss how their business activities supported industrial growth and the broader economic impact of their innovations and investments.</p> <p>To understand how industrialisation led to urban migration</p> <p>Substantive Knowledge: Discuss the shift from rural to urban living prompted by industrialization, as people moved to cities in search of work in new factories. This includes examining the social consequences of rapid urbanization, such as changes in living conditions, the rise of new social classes, and the challenges of urban poverty and overcrowding.</p> <p>To investigate the living and working conditions of people during the Industrial Revolution</p> <p>Substantive Knowledge: Investigate the oftenharsh living and working conditions faced by the working class during the Industrial Revolution. Discuss</p>

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<p>pyramids, development of the solar calendar, and early medical practices.</p> <p>To examine the process of mummification</p> <p>Substantive Knowledge: Delve into the mummification process, including the purpose, techniques, and spiritual beliefs associated with preserving bodies for the afterlife. Students should understand the materials used, such as natron, resins, and linens, and the ritual significance of each step.</p> <p>To understand the impact of Ancient Egypt on British society</p> <p>Substantive Knowledge: Investigate how the discovery of Ancient Egypt influenced British architecture, literature, and the public imagination during the 19th century, particularly after the translation of the Rosetta Stone and subsequent Egyptomania.</p>	<p>cultural identity. Discuss the importance of religious festivals like the Olympic Games and theatrical performances of dramas based on mythological themes.</p> <p>To examine the achievements of Ancient Greece</p> <p>Substantive Knowledge: Highlight the monumental intellectual, architectural, and artistic achievements of the Greeks, including philosophy, the development of the scientific method, significant architectural structures like the Parthenon, and advancements in art and drama. Discuss the contributions of notable figures such as Socrates, Plato, Aristotle, and Archimedes.</p> <p>To understand the impact of Athens on Western Civilization</p> <p>Substantive Knowledge: Analyse how the political, philosophical, and cultural developments in Athens have shaped Western thought and institutions. Discuss the lasting influence of Athenian democracy, philosophical inquiry, and artistic ideals on modern educational, political, and cultural institutions.</p>	<p>factors such as long working hours, poor factory conditions, and the lack of labour laws to protect workers, including women and children.</p> <p>To identify how industrialization changed societal structures</p> <p>Substantive Knowledge: Explore how the Industrial Revolution transformed traditional social structures, leading to the rise of a new industrial bourgeoisie and a large working class. Discuss the implications of these changes on social mobility, class tensions, and the eventual emergence of social reform movements.</p> <p>To evaluate the impact of industrialization on the environment</p> <p>Substantive Knowledge: Assess the environmental consequences of the Industrial Revolution, including increased pollution, resource depletion, and landscape changes due to mining and urban expansion. This should also cover the early awareness and responses to environmental impacts.</p>
<h2>How does the history curriculum in Year Five help to prepare our children for Year Six?</h2>		
<p>Deepening Understanding of Ancient Civilizations:</p> <p>Year Five Objectives: Students explore major ancient civilizations such as Egypt and Greece, focusing on their societal structures, innovations, and significant contributions.</p> <p>Preparation for Year Six: This knowledge provides a basis for comparative studies with the Benin civilization, enhancing students' understanding of the development, achievements, and societal complexities of different ancient societies.</p> <p>Comparative Analysis:</p> <p>Year Five Objectives: Students learn to compare different aspects of Greek and Egyptian civilizations, such as governance, societal roles, and religious beliefs.</p> <p>Preparation for Year Six: These comparative skills are directly applicable to analysing Greek society, allowing students to draw parallels and distinctions between the Benins and other ancient civilizations, fostering a global historical perspective.</p> <p>Development of Critical Thinking and Inquiry Skills:</p> <p>Year Five Objectives: Through inquiries into topics like the impact of geography on societal development in Greece and the technological advancements in Egypt, students develop robust analytical and research skills.</p> <p>Preparation for Year Six: These skills are essential for engaging with the Benin civilization, particularly in understanding how geographical and cultural factors influenced their development and decline.</p> <p>Historical Context and Chronology:</p> <p>Year Five Objectives: Students gain a timeline-based understanding of significant historical periods and events in Greece and Egypt, such as the development of democracy and major architectural achievements.</p> <p>Preparation for Year Six: This chronological grounding aids in placing Benin history within the broader timeline of world history, helping students appreciate the simultaneity and overlap of historical developments across different regions.</p> <p>Understanding Societal and Environmental Interactions:</p> <p>Year Five Objectives: Discussions on the environmental impact of the Nile on Egyptian civilization and the role of maritime routes in Greek trade provide insights into how environments shape civilizations.</p> <p>Preparation for Year Six: Similar themes are explored with the Benins, where students examine how environmental factors like rainfall and terrain influenced agricultural practices and urban planning.</p>		

	Autumn	Spring	Summer

Year Six	<p>L.O.: Investigate the roles of children in Victorian society</p> <p>Historical Context Victorian Era Overview: Industrial Revolution, growth of factories, economic and social conditions leading to child labour. Child Labor Roles and Conditions: Types of work: factories, coal mines, chimney sweeps, agriculture. Working conditions: long hours, dangerous environments, low pay. Health impacts: physical and psychological effects on children. Legislation and Reforms: Factory Acts: 1802: Health and Morals of Apprentices Act. 1833: Limited working hours, required schooling. 1844: Further reduced hours, improved conditions. 1847: Ten Hours Act. Mines Act 1842: No women/children underground. Education Act 1870: Compulsory elementary education. Education Reforms Before Reforms: Limited access, varied quality of Dame schools, Sunday schools, charity schools. Key Figures: Robert Owen: Advocate for child education. Lord Shaftesbury: Campaigned for labour laws and education reforms. Impact of Reforms: Increased education access, state-funded schools, long-term benefits in literacy and social mobility.</p> <p>L.O.: Identify significant Victorian inventors and their contributions to modern technology. Key Inventors and Innovations Thomas Edison: Electric light bulb, phonograph. Alexander Graham Bell: Telephone. Isambard Kingdom Brunel: Engineering projects, Great Western Railway, steamships. Charles Babbage: Early mechanical computer (Analytical Engine). Joseph Swan: Early development of the incandescent light bulb. Impact on Modern Technology Electric Light Bulb: Revolutionised lighting, extended working hours, improved quality of life. Telephone: Transformed communication, connected people globally. Railways and Steamships: Enhanced transportation, facilitated trade and travel. Computing: Laid the groundwork for modern computers and information technology</p> <p>L.O.: Analyse the expansion of the British Empire during the Victorian era and its global consequences Expansion of the British Empire Key Territories: India, Australia, parts of Africa (e.g., South Africa, Egypt), Canada. Reasons for Expansion: Economic interests (trade, resources), political power, spread of British culture and influence. Positive Impacts Infrastructure: Railways, roads, telegraphs. Education and Legal Systems: Introduction of Western education and legal frameworks. Trade and Economic Growth: Development of global trade networks. Negative Impacts Exploitation and Oppression: Exploitation of local populations and resources. Cultural Erosion: Suppression of local cultures and traditions. Conflict and Resistance: Armed conflicts, uprisings against colonial rule (e.g., Indian Rebellion of 1857). L.O.: Evaluate the long-term effects of the Victorian era on modern British society Key Areas of Legacy Architecture: Victorian buildings and styles (e.g., Gothic Revival, Victorian terraced houses). Notable structures: Houses of Parliament, Victoria and Albert Museum. Transportation: Expansion of the railway network. Development of the London Underground (first metro system). Social Reforms: Introduction of compulsory education (Education Act 1870).</p>	<p>. To find out about the leaders of the kingdom of Benin</p> <p>Substantive Knowledge: Students should learn about the Oba (king) of Benin, who held supreme military, political, and religious authority. The Oba's role as both a divine and temporal leader, his involvement in trade negotiations, art sponsorship, and the organization of the annual Igwe festival should be emphasized. The Kingdom of Benin (nationalgeographic.org)</p> <p>To understand the trade network of the Benin Empire</p> <p>Substantive Knowledge: Explore the extensive trade networks of Benin with neighboring African states and with Europeans, especially the Portuguese, which included trade in ivory, pepper, palm oil, and slaves. Discuss how these trade relationships influenced the wealth, military power, and artistic development of the kingdom.</p> <p>To find out about the lives of the people of Benin</p> <p>Substantive Knowledge: Investigate the daily life, social structure, and cultural practices of the people in Benin, including farmers, craftsmen, and warriors. Discuss their roles in society, traditional crafts (such as bronze casting and ivory carving), and the importance of community and family structures.</p> <p>To investigate religious beliefs of the Benin people</p> <p>Substantive Knowledge: Study the religious system of Benin, which included worship of the god Olokun, ancestor veneration, and the use of divine kingship. Explain how religion permeated all aspects of life, from governance to agriculture, and influenced artistic expressions.</p> <p>To find out about the Golden Age of the Benin Empire</p> <p>Substantive Knowledge: Study how Benin became a powerful and wealthy kingdom and it controlled large amounts of land in West Africa. Geographically it was perfectly situated for trading its high-quality goods with other African kingdoms. It was a period of significant cultural, economic, and political flourishing during the reign of Oba Ewuare the Great, who ruled from around 1440 to 1473.</p> <p>To evaluate the evidence for the decline of the Benin Empire</p> <p>Substantive Knowledge: Analyse the factors leading to the decline of the Benin Empire, focusing on internal conflicts, the impact of European colonialism, and the British Punitive Expedition of 1897 that led to the sacking of Benin City.</p>	<p>To identify the origins of democracy in Athens and its basic principles</p> <p>Substantive Knowledge: Students should learn about the birth of democracy in Ancient Athens around the 5th century BCE, focusing on key reforms introduced by figures such as Cleisthenes and Pericles that laid the foundation for citizens' participation in government. Topics include the establishment of the Assembly, the Council of 500, and the concept of majority rule.</p> <p>To explore the meaning of Ancient Athens' direct democracy</p> <p>Substantive Knowledge: Discuss how direct democracy in Athens allowed citizens to directly vote on legislation and executive bills in their assembly, contrasting it with representative democracy where elected officials vote on behalf of the people.</p> <p>To explore how 'direct democracy' differs from modern democracy</p> <p>Substantive Knowledge: Compare and contrast the direct democracy of Athens with modern democratic systems, which primarily use representative democracy. Discuss the advantages and limitations of each system, including issues of scalability, public participation, and the impact of technology on democratic practices (postal voting, for example).</p> <p>To explore significant milestones in the development of British democracy</p> <p>Substantive Knowledge: Trace key developments in the evolution of British democracy, from the Magna Carta to the establishment of parliamentary democracy, the Reform Acts, and recent shifts towards devolution and regional governance.</p> <p>To explore how authoritarianism challenged democracy in the 20th century</p> <p>Substantive Knowledge: Examine the rise of authoritarian regimes during the 20th century, including Fascism, Nazism, and Communism, and their impact on democratic nations. Discuss how these regimes posed ideological and military challenges to democratic countries and how those challenges were addressed.</p> <p>To explore how societal pressures can challenge democracy</p> <p>Substantive Knowledge: Investigate how social, economic, and technological changes can strain democratic systems, potentially leading to political instability, populism, or shifts in governance models. Topics may include economic inequality, migration, digital information dissemination, and public trust in institutions.</p>
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	<p>Public health improvements (sanitation, clean water).</p> <p>Labor laws and welfare reforms (Factory Acts, workhouses).</p> <p>Long-Term Effects</p> <p>Urban Development: Growth of cities, influence on modern urban planning.</p> <p>Technological Advancements: Basis for modern transport systems and infrastructure.</p> <p>Social Changes: Establishment of public education, improved labour conditions, health and welfare systems.</p> <p>L.O.: Explore the key social reforms of the Victorian era and their impacts on society</p> <p>Key Social Reforms</p> <p>Health:</p> <p> Florence Nightingale: Improvements in nursing, hygiene in hospitals.</p> <p> Public Health Acts: Sanitation, clean water supply, sewer systems.</p> <p>Education:</p> <p> Education Act 1870: Introduction of compulsory elementary education.</p> <p> Improvements in access to education for all children.</p> <p>Social Welfare:</p> <p> Charles Dickens: Advocacy for social reforms through literature (e.g., child labour, workhouses).</p> <p> Factory Acts: Regulation of child labour, better working conditions.</p> <p>L.O.: Analyse the roles and status of women during the Victorian period, including key figures in women's rights</p> <p>Roles and Status of Women</p> <p>Social Expectations: Domestic roles, limited rights and opportunities.</p> <p>Key Figures:</p> <p> Queen Victoria: Symbol of the era, her influence on social norms.</p> <p> Suffragettes: Campaign for women's voting rights (e.g., Emmeline Pankhurst).</p> <p>Changes in Women's Roles</p> <p>Education and Employment: Increased access to education, emerging employment opportunities.</p> <p>Legal Rights: Property rights, marriage laws, voting rights.</p>		
	How does our history curriculum help to prepare children for the curriculum in Secondary School?		

Chronological Understanding:

Primary Curriculum: Students develop an understanding of timelines and the sequence of historical events, such as the transition from the Stone Age to the Iron Age.

Link to Secondary Curriculum: This foundational skill supports the secondary history requirement where students need to understand broad historical periods and place events in a global chronological context, like the timelines of World Wars or the development of civilizations across different continents.

Historical Inquiry Skills:

Primary Curriculum: Pupils learn to ask questions based on their observations of historical artifacts and stories, such as why the Great Fire of London was so devastating.

Link to Secondary Curriculum: These inquiry skills scale up to secondary levels where students are expected to conduct more independent research, formulate hypothesis, and engage with a variety of primary and secondary sources to support their assertions, such as investigating the causes and consequences of the French Revolution.

Understanding Significant Historical Events and Figures:

Primary Curriculum: Children are introduced to important figures and events in British and world history, like Florence Nightingale and the Victorian era.

Link to Secondary Curriculum: This knowledge expands in secondary education to include a more detailed analysis of historical figures and their impacts on society, such as studying Winston Churchill's leadership during World War II or examining the influence of key figures in the civil rights movement.

Use of Historical Terms and Concepts:

Primary Curriculum: Basic historical terms and concepts are introduced, such as 'monarchy', 'democracy', and 'revolution'.

Link to Secondary Curriculum: Secondary students build on this foundation with a deeper understanding and application of these terms, analysing complex concepts like 'totalitarianism' or 'industrialization', and evaluating how these shaped societies historically.

Preparation for Thematic and Depth Studies:

Primary Curriculum: Students engage in thematic studies like changes through different ages (Stone to Iron Age) and depth studies focusing on specific events or figures, such as the study of Ancient Egypt.

Link to Secondary Curriculum: These studies prepare students for secondary curriculum requirements where they conduct detailed thematic analyses such as the impact of industrialization on European societies, and depth studies, for example, examining the Holocaust and its global implications.

By linking the foundational knowledge and skills acquired through the primary curriculum as detailed in the "End of Unit History Knowledge" document, students are well-prepared to meet the advanced demands of the secondary history curriculum, ensuring a smooth and coherent educational transition.

History Vocabulary Progression

	General Vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Similarities differences communities traditions past present	People and communities Neighbours People Groups Together Joining		Past and present Now Then Yesterday Today Past Present Similar Different		Local area Oldbury Church Roads Pavement Community Religion	
Year 1	Century chronological order living memory remembers memories opinion fact interpret impact research significant recent lifetime	Lives of significant people – kings, queens Royal Queen Victoria Queen Elizabeth I Queen Elizabeth II William the Conqueror Henry VIII Richard III King Charles I King Edward I Parliament Monarch Succession Reign		Florence Nightingale Battlefield, Crimean War, First World War, Scutari hospital, nurse, Florence Nightingale, patients, soldier, conditions, patients, Victorians, Red cross, Queen Victoria, lamp, nurse, medical care.		Toys old and new Toys, change, old, new, Victorian, 20 th Century, 21 st Century, wooden, paper, metal, plastic, modern, the past, food, transport, air, airplane, ground, car, train, bus, communication, telephone.	
Year 2	Century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime	Remembrance Remembrance Day Parade War Armed forces Fighting Wreath The last post 11 th November Armistice Day Medal Soldier Remember Veteran Poppy		Fire of London London fireman fire brigade Pudding Lane Samuel Pepys River Thames King Charles II plague gunpowder wealthy un-wealthy possessions		Vehicles Car Train Bus Boat Engine Ignition Fuels Carriage Rechargeable Motor Diesel Petrol Oversea Transport	
Year 3	BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity	Stone Age to Iron Age Hunter-gatherer Nomad Tribe Skara Brae Bronze/Iron Roundhouse Hillfort Smelting Druid Domesticate .		Romans Democracy Acropolis Parthenon Marathon Olympics Citizen Column		Life of a Victorian child compared to now Mines Act Laws Chimney sweeps Education Act Factories Act Charities Wealthy Rights vaccination Mines Medical care	

Year 4	BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity	Anglo Saxons Empire Aqueduct Centurion Emperor Boudicca chariot invasion		Vikings Longboat Chieftain Berserker Danegeld Yggdrasil Danelaw Asgard Jarl Karl Figurehead Valhalla		History – famous scientist linked to electricity Franklin Electrical Observation Experiment Volta Light bulb Telephone Graham Bell Electric light Edison Generating	
Year 5	secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy source/evidence legacy ambiguous consequences omits decade	Ancient Egyptians Pharaoh Scarab Amulet canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone		Ancient Greeks Democracy Acropolis Parthenon Marathon Olympics Citizen Column		Local History Study of the Galton Family Galton bridge Transport Links Mainline Galton Balley Canal Smethwick Coal Manufacturing Balton Connection Pedestrian	
Year 6	secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy source/evidence legacy ambiguous consequences omits decade	Victorians Industry, Industrial Revolution, invention, livestock, migrate, reign, rural, revolution, typhoid, workhouses, royal, monarch, banquet, Windsor Castle, family crest, Queen Victoria, Victorian, motte, bailey, dungeon, portcullis, reign				Stand Alone Athens – democracy Principles Direct democracy Modern day democracy Milestones British democracy Authoritarianism Society Challenge	

Source Progression

	Autumn	Spring	Summer
EYFS	<div><div>1.</div><div>To know my birthday <i>Book: Birthday for Bear" by Bonny Becker</i></div></div> <div><div>2.</div><div>To create my family tree <i>Book: Who's In My Family? by Robie H. Harris</i></div></div> <div><div>3.</div><div>To sequence the days of the week <i>Book: "The Very Hungry Caterpillar" by Eric Carle</i> <i>Song: Days of the week</i></div></div> <div><div>4.</div><div>To explain how a character in a story changes over time <i>Book: Once There Were Giants" by Martin Waddell</i></div></div> <div><div>5.</div><div>To comment on familiar images from the past <i>Book: "Joseph Had a Little Overcoat" by Simms Tabac</i></div></div> <div><div>6.</div><div>To discuss similarities and differences between familiar adults over time <i>Book: Grandpa Green" by Lane Smith</i></div></div>	<div><div>1.</div><div>Explore what we wear in Spring and Summer <i>Book: Frog and Toad All Year by Arnold Lobe</i></div></div> <div><div>2.</div><div>Explore what we wear in Autumn and Winter <i>Book: The Jacket I Wear in the Snow" by Shirley Neitzel</i></div></div> <div><div>3.</div><div>Explore what we wear at different times of the day <i>Book: "What Do People Do All Day?" by Richard Scarry</i></div></div> <div><div>4.</div><div>To sequence pictures of a story book character over time <i>Book: "Spot the Difference: Out and About" by Naomi Wilkinson</i></div></div> <div><div>5.</div><div>To order pictures of a familiar adult from past to present <i>Book: "When I Was Little: A Four-Year-Old's Memoir of Her Youth" by Jamie Lee Curtis</i></div></div> <div><div>6.</div><div>To explain that objects and people change over time <i>Book: "Old Bear" by Jane Hissey</i></div></div>	<div><div>1.</div><div>Identify celebrations from the past <i>Book: "Let's Celebrate!: Festival Poems from Around the World" edited by Debjani Chatterjee and Brian D'Arcy</i></div></div> <div><div>2.</div><div>Compare past celebrations <i>Book: "Festivals Together: A Guide to Multi-cultural Celebration" by Sue Fitzjohn, Minda Weston, and Judy Large</i></div></div> <div><div>3.</div><div>Sequence celebrations: continuity and change <i>Book: "Around the Year" by Elsa Beskow</i></div></div> <div><div>4.</div><div>Ask questions about celebrations <i>Book: "Celebrate! Connections Among Cultures" by Jan Reynolds</i></div></div> <div><div>5.</div><div>Group objects by matching celebration <i>Book: "Walk This World at Christmastime" by Debbie Powell</i></div></div> <div><div>6.</div><div>Group pictures by matching celebration <i>Book: "Lights of Winter: Winter Celebrations around the World" by Heather Conrad</i></div></div>
Year 1	<div><div>1.</div><div>To know what a British Monarch is and describe what they do <i>Primary Source: Portraits of current and past British Monarchs and excerpts from the Royal website explaining the Monarch's roles.</i></div></div> <div><div>2.</div><div>To identify the symbols of a British Monarch <i>Primary Source: Images and descriptions of the Crown Jewels and other regalia from museum collections or educational websites.</i></div></div> <div><div>3.</div><div>To identify past Kings and Queens who have ruled the United Kingdom <i>Primary Source: Historical portraits and brief biographies from reputable history websites for children or educational books.</i></div></div> <div><div>4.</div><div>To explore the life of Queen Victoria <i>Primary Source: Excerpts from Queen Victoria's diaries, providing personal insights into her thoughts and experiences</i></div></div> <div><div>5.</div><div>To order events from the life of King Charles III <i>Primary Source: Timelines and documentary clips that highlight significant events in the lives of these monarchs, sourced from educational websites or historical documentaries.</i></div></div> <div><div>6.</div><div>To order events from the life of Queen Elizabeth II <i>Primary Source: A chronological series of photographs or video clips from the Queen's life, sourced from the Royal Collection Trust or BBC archives, which document major public moments such as her coronation, various state visits, the Silver and Golden Jubilees, and other significant public addresses. This visual timeline will aid students in understanding the timeline of her life and the evolution of her role over decades.</i></div></div>	<div><div>1.</div><div>To know how hospitals have changed <i>Primary Source: Historical and contemporary photographs of hospitals and nurses at work, showcasing the evolution of the nursing profession and hospital environments.</i></div></div> <div><div>2.</div><div>To identify the tools of an 18th century nurse <i>Primary Source: Replicas of 18th-century medical tools along with descriptions of their uses and historical significance, allowing students to visually and physically explore the instruments.</i></div></div> <div><div>3.</div><div>To identify the things that Florence Nightingale did to help hospitals <i>Primary Source: Excerpts from Florence Nightingale's writings, including her notes on nursing and hospital management.</i></div></div> <div><div>4.</div><div>To identify the things that Mary Seacole did to help hospitals <i>Primary Source: Passages from Mary Seacole's autobiography "Wonderful Adventures of Mrs. Seacole in Many Lands," which details her experiences and contributions during the war</i></div></div> <div><div>5.</div><div>Compare the roles of nurses today with those in Florence Nightingale's time. <i>Primary Source: Interviews with current nurses, discussing their daily responsibilities and challenges. This can be facilitated through video interviews or visiting nurses who can talk about their roles.</i></div></div> <div><div>6.</div><div>To put medical fields in time order <i>Primary source: Tools used within surgery, interviews between nurses.</i></div></div>	<div><div>1.</div><div>Order toys on a timeline <i>Primary Source: A collection of toys from different eras, possibly from a local museum or library exhibit, to visually demonstrate changes in materials and technology.</i> Young V&A (Museum of Childhood) Archive · V&A (vam.ac.uk)</div></div> <div><div>2.</div><div>Explain how toys have changed over time <i>Primary Source: Side-by-side comparison using actual toys or images from different decades to explore differences in design, materials, and intended use.</i> Young V&A (Museum of Childhood) Archive · V&A (vam.ac.uk)</div></div> <div><div>3.</div><div>Explain how war changed a toy's popularity Category:World War Two - The Brighton Toy and Model Index (brightontoymuseum.co.uk)</div></div> <div><div>3.</div><div>Know that war affected toy production <i>Primary Source: .</i> Category:World War Two - The Brighton Toy and Model Index (brightontoymuseum.co.uk)</div></div> <div><div>5.</div><div>Know how designs are influenced by society <i>Primary Source: History Library Resource Guide - Kent University: This guide provides access to several primary source databases, such as "Victorian Popular Culture," which includes materials on the entertainment and toys of the 19th and early 20th centuries.</i></div></div> <div><div>6.</div><div>Identify how toys were aimed at different genders <i>Primary Source: Toys R Us Archives - Let Toys Be Toys</i></div></div>
Year 2	<div><div>1.</div><div>Understand what 'remembering' is and why Remembrance is important <i>Primary Source: Use authentic war poems, letters from soldiers, and Remembrance Day ceremony recordings to convey the emotional and historical significance of the day.</i></div></div> <div><div>2.</div><div>To identify and explain symbols of Remembrance <i>Primary Source: Show real poppies, photographs of war memorials, and footage of Remembrance Day ceremonies featuring these symbols.</i></div></div> <div><div>3.</div><div>To investigate artefacts linked to Remembrance <i>Primary Source: Handle actual or replica medals, view old military uniforms, and examine photographs from wartime archives to analyse their relevance and stories.</i></div></div> <div><div>4.</div><div>To compare the room of WWI soldier Hubert Rochereau to a modern room <i>Primary Source: Use photographs of Rochereau's preserved room and images of a typical modern bedroom to discuss differences in decor, technology, and personal items.</i></div></div> <div><div>5.</div><div>To identify key historical events for Remembrance <i>Primary Source: Access archival footage or records of these significant events, and original newspaper clippings announcing the end of World War I.</i></div></div>	<div><div>1.</div><div>To compare London today to London in 1666 <i>Primary Source: Maps and images showing London before and after the fire, alongside contemporary photos or videos of the same locations today to visually compare changes.</i></div></div> <div><div>2.</div><div>To understand the causes of the Great Fire of London <i>Primary Source: Copies of fire brigade reports or historical documents that detail the conditions and initial response to the fire, helping to paint a picture of why the fire was so devastating.</i></div></div> <div><div>3.</div><div>To explore the timeline of the Great Fire of London <i>Primary Source: A chronological chart or animated video that details the progression of the fire over the four days, based on historical records and accounts.</i></div></div> <div><div>4.</div><div>To recognise key figures involved in the Great Fire of London <i>Primary Source: Excerpts from Samuel Pepys' diary describing the fire, providing firsthand accounts of the event and its impact.</i></div></div> <div><div>5.</div><div>To know how the fire was extinguished <i>Primary Source: Illustrations or descriptions from the period showing firefighting efforts or equipment, giving insight into the challenges faced by those trying to control the blaze.</i></div></div>	<div><div>1.</div><div>To identify how cars have changed over time <i>Primary Source: Historical photographs or advertisements of early cars like the Ford Model T compared with images of modern cars, and technical diagrams showing the evolution of car engines and safety features.</i></div></div> <div><div>2.</div><div>To compare old cars with new cars and explain the differences between them <i>Primary Source: Auto show brochures or museum exhibit guides that detail characteristics of different eras' cars, providing a visual and textual comparison of features over time.</i></div></div> <div><div>3.</div><div>To identify our earliest aeroplanes and compare them to present aircraft <i>Primary Source: Photographs and pilot logs from early 20th-century flights alongside contemporary aircraft images and flight data, showcasing technological progression in aviation.</i></div></div> <div><div>4.</div><div>To identify spaceships used in the past and compare them to present spacecraft <i>Primary Source: Scale models or technical blueprints of historic and current spacecraft, as well as mission patches and launch video footage that illustrate changes in technology and capabilities.</i></div></div> <div><div>5.</div><div>To recognise how bicycles have evolved from their inception to the present</div></div>

	<p>6. To know how war affected Birmingham <i>Primary Source: Historical maps showing bomb damage, photographs of Birmingham during and after air raids, and firsthand accounts from local residents during the wars.</i></p>	<p>6. To know why London was rebuilt differently after the fire <i>Primary Source: Architectural plans or city ordinances post-fire that outline the new building regulations and street layouts, illustrating the direct responses to the fire's destruction.</i></p>	<p><i>Primary Source: Visual timeline or a collection of bicycle models showing the evolution, possibly sourced from a cycling museum or historical cycling books.</i></p> <p>6. To understand the transition from horse-drawn carriages to motor vehicles <i>Primary Source: Comparative illustrations or documentary excerpts that discuss the lifestyle and economic changes prompted by the advent of automobiles, and the decline in the use of horse-drawn transport</i></p>
Year 3	<p>1. To identify key characteristics of the Stone Age <i>Primary Source: Examples of stone tools or replicas, cave paintings.</i> <i>Secondary Source: "Stone Girl, Bone Girl" by Laurence Anholt, a story about Mary Anning, which, although set later, inspires interest in early human history</i></p> <p>2. To explore the changes from the Palaeolithic to the Mesolithic era <i>Primary Source: Examples of stone tools or replicas, cave paintings.</i> <i>Secondary Source: "Stone Girl, Bone Girl" by Laurence Anholt, a story about Mary Anning, which, although set later, inspires interest in early human history</i></p> <p>3. To investigate the impact of the neolithic revolution <i>Primary Source: Samples of early pottery or images of ancient farming tools.</i> <i>Secondary Source: "Stone Age Boy" by Satoshi Kitamura, which imaginatively explores life in prehistoric times.</i></p> <p>4. To examine the introduction of metalworking in the Bronze Age <i>Primary Source: Replicas of Bronze Age tools and weapons.</i> <i>Secondary Source: "The Secrets of Stonehenge" by Mick Manning and Brita Granström, which includes Bronze Age context.</i></p> <p>5. To explore the impact of iron smelting on society <i>Primary Source: Examples of iron age artifacts.</i> <i>Secondary Source: "The Iron Man" by Ted Hughes, offering a metaphorical take on using metal creatively.</i></p> <p>6. To compare the stone, bronze and iron age societies <i>Primary Source: Comparative charts or timelines depicting tool evolution and societal changes.</i> <i>Secondary Source: "DKfindout! Stone Age to Iron Age" by DK, which provides a visual comparison of these periods.</i></p>	<p>1. To identify the extent of the Roman Empire <i>Primary Source: Maps of the Roman Empire at its greatest extent.</i> <i>Secondary Source: "Ancient Rome" by Simon James, which provides a clear overview of the empire's reach and influence.</i></p> <p>2. To explore Roman society <i>Primary Source: Artifacts from Roman daily life, such as tools, coins, and pottery displayed in museums.</i> <i>Secondary Source: "City: A Story of Roman Planning and Construction" by David Macaulay, detailing the societal and architectural advancements.</i></p> <p>3. To identify Roman innovations <i>Primary Source: Engineering diagrams or reconstructions of Roman roads and aqueducts.</i> <i>Secondary Source: "Technology in the Ancient World" by Henry Hodges, which includes descriptions of Roman engineering and innovations.</i></p> <p>4. To know about the Roman army's organisation and tactics <i>Primary Source: Military manuals or writings from Roman tacticians, such as excerpts from Vegetius' "De Re Militari."</i> <i>Secondary Source: "The Roman Army: The Greatest War Machine of the Ancient World" by Chris McNab, which provides an in-depth look at military life and strategy</i></p> <p>5. To examine the impact of the Roman Empire on Britain. <i>Primary Source: Archaeological findings from Roman sites in Britain, such as remnants of Roman baths or villas.</i> <i>Secondary Source: "Roman Britain: A New History" by Guy de la Bédoyère, which chronicles Rome's influence on Britain.</i></p> <p>6. To understand the reasons behind the decline of the Roman Empire <i>Primary Source: Translations of contemporary accounts describing the decline, such as those by Roman historian Ammianus Marcellinus.</i> <i>Secondary Source: "The Fall of the Roman Empire: A New History of Rome and the Barbarians" by Peter Heather, offering modern interpretations of the decline</i></p>	<p>1. To identify the differences in daily routines of children 100 years ago compared to today <i>Primary Source: Diaries or photographs of children from the early 20th century.</i> <i>Secondary Source: "Children of the Past" by Russell Freedman, which showcases archival photographs and narratives of children's lives</i></p> <p>2. To explore changes in education over the last 100 years <i>Primary Source: Old school textbooks and photographs of classroom settings from different decades.</i> <i>Secondary Source: "Schools of Hope: A Century of Education Reform" by Naomi Calnitsky, which provides historical context and analysis of educational changes.</i></p> <p>3. To investigate the evolution in children's clothing over the last 100 years. <i>Primary Source: Catalogs and advertisements showing children's clothing from various decades.</i></p> <p><i>Secondary Source: "Fashionable Childhood: Children's Clothing in America" by Kimberly Chrisman-Campbell, which details changes in children's fashion.</i></p> <p>4. To learn about advancements in healthcare and nutrition over the last 100 years <i>Primary Source: Medical journals or public health posters from the early and mid-20th century.</i> <i>Secondary Source: "Dirt is Good: The Advantage of Germs for Your Child's Developing Immune System" by Jack Gilbert and Rob Knight, which discusses changes in health science</i></p> <p>5. To examine the changes in technology in children's lives over the last 100 years <i>Primary Source: Advertisements and user manuals for early technological products aimed at children.</i> <i>Secondary Source: "Inventing the Children's Internet: How Parents and Businesses Imagined the First Twenty Years" by E. Vance</i></p> <p>6. To understand how changes to rights and protections for children have changed over time <i>Primary Source: Government legislation and policy documents on child labor and education from the early 20th century.</i> <i>Secondary Source: "Small Matters: Canadian Children in Sickness and Health, 1900-1940" by Mona Gleason, which details historical perspectives on child health and rights.</i></p>
Year 4	<p>1. To identify who the Anglo-Saxons were <i>Primary Source: Artefacts such as Anglo-Saxon jewellery, weapons, or household items displayed in museums.</i> <i>Secondary Source: "The Anglo-Saxons" by James Campbell, offering comprehensive insights into their life and culture.</i></p> <p>2. To explore the daily life of the Anglo-Saxons <i>Primary Source: Reconstructions of Anglo-Saxon villages or homes, such as those found at historical sites.</i> <i>Secondary Source: "Daily Life in Anglo-Saxon England" by Sally Crawford, which delves into the personal and communal aspects of their lives.</i></p> <p>3. To investigate the Anglo-Saxon system of kingdoms <i>Primary Source: Copies of Anglo-Saxon charters or law codes.</i> <i>Secondary Source: "The Anglo-Saxon Kingdoms" by Nicholas J. Higham and Martin J. Ryan, which outlines the development and governance of these kingdoms.</i></p> <p>4. To examine Anglo-Saxon art and culture <i>Primary Source: Photographs or replicas of artifacts like the Sutton Hoo helmet or the Lindisfarne Gospels.</i> <i>Secondary Source: "Anglo-Saxon Art" by Leslie Webster, which gives an in-depth look at their artistic accomplishments.</i></p> <p>5. To compare Anglo-Saxons law to present day laws <i>Primary Source: Translated excerpts from the Anglo-Saxon "Dooms" (laws).</i> <i>Secondary Source: "Crime and Punishment in Anglo-Saxon England" by R. H. Helmholz, which compares early medieval laws with modern legal systems</i></p> <p>6. To understand the legacy of the Anglo-Saxons on Britain <i>Primary Source: Old English texts such as "Beowulf" or the Anglo-Saxon Chronicle that showcase the language and literary style.</i> <i>Secondary Source: "The Legacy of the Anglo-Saxons" by Nicholas Higham, which assesses their enduring influence on modern British society.</i></p>	<p>1. To explore who the Vikings were <i>Primary Source: Artefacts like Viking weapons, ships, and runes displayed in museums.</i> <i>Secondary Source: "The Vikings: A History" by Neil Oliver, which provides a comprehensive overview of their culture, expeditions, and the societies they interacted with</i></p> <p>2. To explore the design and significance of Viking longships <i>Primary Source: Reconstruction of Viking homes and farms or detailed illustrations based on archaeological findings.</i> <i>Secondary Source: "Vikings: Life and Legend" by Gareth Williams, which uses recent archaeological discoveries to paint a picture of everyday life in Viking society</i></p> <p>3. To investigate life in Viking society <i>Primary Source: Models or archaeological findings of Viking longships, possibly from museum collections, providing a tangible look at the craftsmanship and ingenuity of these vessels.</i> <i>Secondary Source: "The Sea Wolves: A History of the Vikings" by Lars Brownworth, which details the importance of maritime innovation in Viking conquests and explorations.</i></p> <p>4. To understand Viking belief and mythology <i>Primary Source: Translations of the Poetic Edda or the Prose Edda, collections of Old Norse poems and stories.</i> <i>Secondary Source: "Norse Mythology" by Neil Gaiman, which re-tells these ancient myths in a modern narrative form, making them accessible and engaging</i></p> <p>5. To examine the impact of the Viking raids on Lindisfarne <i>Primary Source: Contemporary accounts of the raid, such as those from the Anglo-Saxon Chronicle, providing eyewitness perspectives.</i> <i>Secondary Source: "The Vikings: Raiders, Traders, and Settlers" by D.K. Publishing, which includes a detailed account of the raid and its historical context.</i></p> <p>6. To understand the legacy of the Vikings for Britain <i>Primary Source: Viking artefacts discovered in Britain, such as tools, coins, or jewellery that signify Viking presence and assimilation.</i> <i>Secondary Source: "The Vikings in Britain: A Brief History" by Mary J. Ainsworth, which discusses their enduring impact on British culture and landscape.</i></p>	<p>1. To explore Franklin's discoveries in 'static' and 'current' electricity Substantive knowledge: Explore his significant contributions to the understanding of electricity, particularly through his experiments with static and current electricity. Franklin conducted experiments with static electricity, including rubbing objects together to create electric charge. He famously performed the kite experiment in 1752. He introduced the concept of electric current flowing from positive to negative, <i>Primary Source: Franklin's own writings, including his letters, papers, and published works</i> <i>Secondary Source: Franklin's kite experiment</i></p> <p>2. To describe the contributions of Tesla to our understanding of electricity Substantive knowledge: Know he was an engineer who made contributions towards the development of electricity. To explore: Alternating Current (AC) System, Tesla Coil, Radio and Wireless Communication, Induction Motor, Tesla Turbine, Wireless Power Transmission <i>Primary Source: Tesla's article titled "A New System of Alternating Current Motors and Transformers," published in the journal "American Institute of Electrical Engineers Transactions" in May 1888</i> <i>Secondary Source: Nikola Tesla Book (Biography)</i></p> <p>3. To describe the contributions of Edison to our understanding of electricity Substantive knowledge: Know he made significant contributions to our understanding and usage of electricity. To explore: Electric Lighting System, Direct Current (DC) Power Distribution, Electric Power Meter, Electrical Grid Infrastructure <i>Primary Source: Edison's laboratory notebooks</i> <i>Secondary Source: scientific journals, newspapers, and magazines, may contain articles, interviews, or advertisements related to Edison's work on electricity</i></p> <p>4. To evaluate the disagreements between Edison and Tesla Substantive knowledge: Explore their disagreements, Direct Current (DC) vs. Alternating Current (AC): Edison was a proponent of direct current (DC) systems for electrical power distribution. He believed that DC was safer and more reliable than alternating current (AC). War of Currents, rivalry between Edison's DC system and Tesla's AC system for dominance in the electrical power industry. Business - Edison was a savvy businessman who founded successful companies and held numerous patents for his inventions. Tesla struggled with financial and business matters. He often prioritised his scientific pursuits over commercial interests, leading to financial difficulties and missed opportunities for commercialising his inventions. <i>Primary Source: Diary entry from Edison and Diary entry from Tesla</i> <i>Secondary Source: Newspaper articles linked to the disagreement</i></p>

			<div>5. To create a timeline to show the development of electrical technology Substantive knowledge: To know 1600 William Gilbert’s distinction between static electricity and magnetism, 1752 Franklin proves lightning is electrical, 1800 invention of the battery, 1831 Faraday produces an electrical current from a magnetic field, 1860 Swan invents light bulb, 1879 Edinson modern light bulb, Cragside 1880 first house to be lit with hydroelectricity, 1888 Tesla AC motor, 1935 National Grid supplies electricity to UK <i>Primary Source: Edison "Electric Lamp," filed on October 14, 1878, and granted on January 27, 1880.</i> <i>Secondary Source: books, articles, or documentaries linked to the development (video links too)</i></div> <div>6. To evaluate the impact of electricity on society over the last 100 years Substantive knowledge: Urbanisation: Electricity enabled the growth of cities by providing reliable lighting, heating, and power for transportation systems, Communication: Electricity played a crucial role in the development of communication technologies such as telephones, telegraphs, and eventually the internet. Healthcare: Electricity has transformed healthcare through innovations like medical imaging technologies, Education: Electricity has transformed education by enabling the widespread use of computers, internet connectivity, and digital learning resources in schools and universities. <i>Primary Source: Compare images 100 years ago to the modern day of electricity</i> <i>Secondary Source: Interviews about the development of electricity, documentaries, newspaper articles</i></div>
Year 5	<div>1. To understand the Nile’s significance in Ancient Egypt <i>Primary Source: Images and descriptions of the Nile from ancient Egyptian art and texts.</i> <i>Secondary Source: "The Nile: Travelling Downriver Through Egypt's Past and Present" by Toby Wilkinson provides detailed historical and cultural contexts of the Nile’s impact on Egypt.</i></div> <div>2. To explore Egyptian hierarchy and roles <i>Primary Source: Artifacts from tombs and temples that depict various social classes and their roles.</i> <i>Secondary Source: "Life in Ancient Egypt" by Adolf Erman, which provides a detailed examination of the roles and daily life in different layers of Egyptian society.</i></div> <div>3. To investigate religious beliefs of the Egyptians <i>Primary Source: Translations of the Egyptian Book of the Dead and images of god and goddess figurines.</i> <i>Secondary Source: "Religion and Ritual in Ancient Egypt" by Emily Teeter, which offers insights into the religious practices and beliefs of the Egyptians.</i></div> <div>4. To learn about the achievements of the Egyptian civilisations <i>Primary Source: Diagrams and schematics of Egyptian pyramids and medical papyri.</i> <i>Secondary Source: "The Rise and Fall of Ancient Egypt" by Toby Wilkinson, detailing the achievements and historical significance of Egyptian civilization</i></div> <div>5. To examine the process of mummification <i>Primary Source: Actual mummified remains or detailed photographic documentation and descriptions of mummification tools.</i> <i>Secondary Source: "Mummies and Death in Egypt" by Françoise Dunand and Roger Lichtenberg, which explores the mummification process and its cultural context.</i></div> <div>6. To understand the impact of Ancient Egypt on British society <i>Primary Source: Examples of Egyptian revival architecture in the UK and artifacts from the British Museum.</i> <i>Secondary Source: "Egyptomania: A History of Fascination, Obsession and Fantasy" by Ronald H. Fritze, which discusses Egypt's influence on British culture.</i></div>	<div>1. To understand how Greece’s geography shaped its development. <i>Primary Source: Maps of ancient Greece showing the geographic diversity and location of major city-states.</i> <i>Secondary Source: "The Greeks: An Introduction to Their Culture" by Robin Sowerby provides a detailed overview of how geography influenced Greek politics, warfare, and trade.</i></div> <div>2. To explore the development of democracy in Ancient Greece <i>Primary Source: Excerpts from Pericles' Funeral Oration, which details the democratic values of Athens.</i> <i>Secondary Source: "Democracy and Knowledge: Innovation and Learning in Classical Athens" by Josiah Ober, which provides insight into the social and intellectual underpinnings of Athenian democracy.</i></div> <div>3. To investigate Greek society <i>Primary Source: Artifacts from daily life in ancient Greece, such as pottery, sculptures, and writings that illustrate societal roles and norms.</i> <i>Secondary Source: "Daily Life of the Ancient Greeks" by Robert Garland, which offers a vivid picture of the social and personal lives of Greeks in different city-states</i></div> <div>4. To investigate the mythology and religion of Ancient Greece <i>Primary Source: Texts such as "The Iliad" and "The Odyssey" by Homer, which incorporate Greek gods and religious beliefs.</i> <i>Secondary Source: "Greek Religion" by Walter Burkert, which explores the structure and influence of ancient Greek religion in detail</i> .</div> <div>5. To examine the achievements of Ancient Greece <i>Primary Source: Architectural diagrams and physical models of Greek temples, theaters, and other public buildings.</i> <i>Secondary Source: "The Creators: A History of Heroes of the Imagination" by Daniel Boorstin, which includes chapters on Greek contributions to arts and sciences.</i></div> <div>6. To understand the impact of the Athens on Western Civilisation <i>Primary Source: Philosophical writings from Athenian philosophers like Plato’s "Republic," which outlines his views on an ideal state.</i> <i>Secondary Source: "The Classical World: An Epic History from Homer to Hadrian" by Robin Lane Fox, which traces the cultural and political influence of Athens on the later Western world</i></div>	<div>1. To identify the key changes and innovations marking the beginning of the Industrial Revolution in Britain <i>Primary Source: Replicas or images of early industrial machinery like the steam engine and spinning jenny.</i> <i>Secondary Source: "The Industrial Revolutionaries: The Making of the Modern World 1776-1914" by Gavin Weightman, which provides a detailed narrative of the innovations and the individuals behind them.</i></div> <div>2. To understand how industrialisation led to urban migration <i>Primary Source: Letters, records, or other documents pertaining to the Galton family's business enterprises.</i> <i>Secondary Source: "The Lunar Men: Five Friends Whose Curiosity Changed the World" by Jenny Uglow, which includes insights into the lives and contributions of prominent industrialists, including the Galton family.</i></div> <div>3. To investigate the living and working conditions of people during the <i>Primary Source: Maps and census data showing population changes and urban growth during the Industrial Revolution.</i> <i>Secondary Source: "The Condition of the Working Class in England" by Friedrich Engels, which provides a firsthand account of the living conditions in industrial cities</i></div> <div>4. To learn about the Galton family’s contributions to the Industrial Revolution <i>Primary Source: Photographs and personal diaries from workers during the Industrial Revolution that detail daily experiences and conditions.</i> <i>Secondary Source: "Hard Times" by Charles Dickens, a novel that vividly portrays life in an industrial city and critiques the social and economic injustices of the period.</i></div> <div>5. To examine the scientific contributions of Francis Galton <i>Primary Source: Political cartoons and pamphlets from the era that critique or depict the social changes.</i> <i>Secondary Source: "Industry and Empire: From 1750 to the Present Day" by E.J. Hobsbawm, which traces the economic and social transformations brought about by industrialization.</i></div> <div>6. To explore the tension between the Galton’s business and their Quaker beliefs <i>Primary Source: Historical accounts and images showing the environmental degradation in industrial areas, such as polluted rivers and smog-filled cities.</i> <i>Secondary Source: "Something New Under the Sun: An Environmental History of the Twentieth-Century World" by J.R. McNeill, which discusses the global environmental impacts of industrial activities</i></div>
Year 6	<div>1. To investigate the roles of children in Victorian society Primary: Factory Act Reports (1833). Secondary: Humphries' "Childhood and Child Labour in the British Industrial Revolution".</div> <div>2. Identify significant Victorian inventors and their contributions to modern technology Primary: Patents and drawings by Edison and Bell. Secondary: de Vries' "Victorian Inventions".</div> <div>3. Analyse the expansion of the British Empire during the Victorian era and its global consequences: Primary: Letters and diaries of colonial administrators. Secondary: Morris' "The Victorian Empire: A Pictorial History".</div> <div>4. Evaluate the long-term effects of the Victorian era on modern British society: Primary: Victorian architectural plans (e.g., London Underground). Secondary: Collins' "How the Victorians Built Britain".</div> <div>5. Explore the key social reforms of the Victorian era and their impacts on society: Primary: Nightingale's "Notes on Nursing". Secondary: Slater's "The Life and Work of Charles Dickens".</div> <div>6. Analyse the roles and status of women during the Victorian period, including key figures in women’s rights:</div>	<div>1. To find out about the leaders of the kingdom of Benin <i>Primary Source: Images of brass sculptures and plaques from the Benin Kingdom depicting the Oba and royal court.</i> <i>Secondary Source: "Art and Risk in Ancient Yoruba: Ife History, Power, and Identity c.1300" by Suzanne Preston Blier, which discusses the role of leaders in the development of Yoruba and Benin cultures</i></div> <div>2. To understand the trade network of the Benin Empire <i>Primary Source: Maps showing trade routes and goods exchanged in the Benin Empire.</i> <i>Secondary Source: "The Kingdom of Benin in West Africa" by Heather Millar, which provides an overview of Benin’s trade and its impact on the region’s history and development.</i></div> <div>3. To find out about the lives of the people of Benin <i>Primary Source: Photographs and descriptions of Benin bronzes and other artifacts that illustrate daily and ceremonial life.</i> <i>Secondary Source: "Benin: Royal Arts of a West African Kingdom" by Kathy Curnow, which explores the cultural practices and artifacts of Benin’s citizens.</i></div>	<div>1. To identify the origins of democracy in Athens and its basic principles <i>Primary Source: Excerpts from the works of Thucydides and Herodotus, who provide contemporary accounts of Athenian democracy.</i> <i>Secondary Source: "The History of Democracy: A Marxist Interpretation" by Brian S. Roper, which provides a detailed look at the development and functioning of Athenian democracy</i></div> <div>2. To explore the meaning of Ancient Athens ‘direct democracy’ <i>Primary Source: Translations of ancient decrees and legal texts that demonstrate the mechanics of Athenian direct democracy.</i> <i>Secondary Source: "Democracy and Knowledge: Innovation and Learning in Classical Athens" by Josiah Ober, which explores how direct participation influenced political and societal outcomes.</i></div> <div>3. To explore how ‘direct democracy’ differs to modern democracy <i>Primary Source: Constitutions and other founding documents from modern democracies that outline the structure and principles of representative government.</i> <i>Secondary Source: "On Democracy" by Robert A. Dahl, which provides an overview of different democratic frameworks and their applications in contemporary settings</i></div>

<p>Primary: Speeches and writings of Emmeline Pankhurst... Secondary: Perkin's "Victorian Women".</p>	<p>4. To investigate religious beliefs of the Benin people <i>Primary Source: Religious icons, carvings, and altars from Benin.</i> <i>Secondary Source: "Religion and Ritual in Ancient Yoruba" by Bolaji Idowu, which delves into the broader religious practices influenced by Yoruba traditions, applicable to Benin.</i></p> <p>5. To find out about the Golden Age of the Benin Empire <i>Primary Source: Court Records and Chronicles: Look for any surviving court records, royal decrees, or chronicles from the Benin Empire</i> <i>Secondary Source: "The Benin Kingdom" by Julia Waterlow and "The Benin Empire (African Civilizations)" by Patrice Juah</i></p> <p>6. To evaluate the evidence for the decline of the Benin Empire <i>Primary Source: Eyewitness accounts, photographs, and artifacts from the 1897 expedition.</i> <i>Secondary Source: "The Benin Monarchy and British Imperialism: The 1897 Expedition Revisited" by Osarhieme Benson Osadolor, which provides a detailed analysis of the events and external pressures that contributed to the decline of Benin.</i></p>	<p>4. To explore significant milestones the development of British democracy <i>Primary Source: Copies of the Magna Carta and other historic documents that have shaped the British democratic process.</i> <i>Secondary Source: "A History of Modern Britain" by Andrew Marr, which outlines significant political and social changes that have impacted British democracy.</i></p> <p>5. To explore how authoritarianism challenged democracy in the 20th century <i>Primary Source: Speeches and propaganda from authoritarian leaders contrasted with responses by democratic states.</i> <i>Secondary Source: "The Anatomy of Fascism" by Robert O. Paxton, which analyses the dynamics and characteristics of fascist movements and their impact on democracy.</i></p> <p>6. To explore how societal pressures can challenge democracy. <i>Primary Source: Recent polling data, news articles, and social media content that reflect current democratic challenges.</i> <i>Secondary Source: "How Democracies Die" by Steven Levitsky and Daniel Ziblatt, which examines the modern challenges to democracy through the lens of political norms and behaviours</i></p>
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