How Our History Curriculum is Organised

Substantive Knowledge and Core Concepts

Topic/Subject Knowledge
The facts – who, what, where, when.
I know…

Substantive Concepts
Cultural Change, Power and Empire

Chronological Awareness
Where this learning sits in time – understanding of timeline, periods and how they connect.

Disciplinary Knowledge and Skills – Thinking and Working Like a Historian

Change and Continuity/ Chronology
'Knowing that'
Timeline, sequencing, duration of key events.

Knowledge and Understanding
'Knowing that'
Similarities and differences, cause and consequence, historical significance

Historical Enquiry
'Knowing how'
Working like a historian including primary and secondary sources.

Historical interpretations and communication
'Knowing how to apply'
Evaluate historical interpretations, use evidence to communicate about past

Rationale

Our History curriculum is organised in this way to reflect, challenge and meet the needs of our small, mixed-age cohorts. Pupil numbers and classing structures change year-on-year, requiring a rigorous structure of knowledge building, but with enough flexibility to adapt as cohorts change. Wherever possible, we ensure children's learning in history is chronological, and the topics often drive the whole curriculum for a term, meaningfully linked to other subject areas where possible. Most years, our EYFS are in the same classroom as KS1 and follow the same topics. KS1 work on a two-year rolling programme of disciplinary concepts and skills, but the subject topic changes over four years to ensure nursery do not repeat a topic. KS2 children follow a four-year rolling programme.

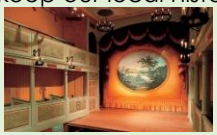
History Four-Year Rolling Plan

KS1 Topics and Conceptual Overview

	Autumn	Spring	Summer
Year A	**History at Home**	**Leaders of our Land**	**Amazing Americans**
	LQ: Who lives in a house like this? Power and Empire	Rule Britannia! Who rules our land? Power and empire	**Why is David Attenborough Significant?** Cultural change
Year B	**Now and Then**	**Fire Fire!**	**Out of this world**
	LQ: No internet!: What did children do? Cultural change, Technological advancement	LQ: London's Burning: What did they do? Technological advancement	LQ: Blast off!: Are spaceships real? Technological advancement
Year C	**History at Home**	**Time Travelling**	**Medicine Please**
	LQ: Who lives in a house like this? Power and Empire	LQ: Going places?: How did we get there? Technological advancement	LQ: I feel poorly: who will look after me? Technological advancement
Year D	**Now and Then**	**Water, water!**	**Down to Earth**
	LQ: No mobile phones?! How did people stay in touch? Cultural change, technological advancement	LQ: Send help!: Who was Grace Darling? Technological advancement, cultural change	LQ: Digging Deep: What lies beneath the earth?

History Four-Year Rolling Plan

KS2 Topics and Conceptual Overview

	Autumn	Spring	Summer
Year A	**Heritage at Home**	**Victorious**	**America in Black and White**
	LQ: How do we keep our local history alive?  Cultural change	LQ: Victory!: Were the Victorians Victorious? Cultural change, technological advancement	LQ: America's Past: What's lurking in the shadows? Power and Empire, technological advancement
Year B	**War and Peace**	**Sinking into the Past**	**Race into Space**
	LQ: WW2: Who were the real heroes? Power and empire	LQ: A Titanic disaster: What went wrong? Technological advancement	LQ: First the worst, second the best: Who won the Space Race? Technological advancement, power and empire
Year C	**Out of the Cave**	**Romin' Around**	**An Olympic Leap**
	LQ: Yabadabadoo! What came out of the cave? Technological advancement	LQ: Attention!: Were the Romans worth saluting? Power and empire, cultural change	LQ: Legs and legacy: What was the impact of the ancient Greeks? Cultural change, Power and empire
Year D	**Tartan, truth and tribal warfare**	**Vicious Vikings**	**An Archeologist in Africa**
	LQ: Settle down!: Did the Angles, Picts and Scots get along? Power and empire, cultural change	LQ: Viking attack! Why do the Vikings have a bad reputation? Power and empire, cultural change	LQ: Digging deep: What lies beneath Egyptian sand? Power and empire, Technological Advancements

	Autumn		Spring		Summer	
Year A EYFS and KS1 Topic	**History at Home** LQ: Castle: Who lives in a house like this?		**Leaders of our Land** LQ: Britannia! Who rules our land?		**Why is David Attenborough Significant?**	
EYFS Knowledge Blocks	**Age 3 / 4** **•I know some simple stories about castles** •I know castles are built from strong materials •I know what a castle looks like and can name some simple parts Vocab: yesterday, today, tomorrow, castle, king, queen, stone, tower	**EYFS** **•I know the similarities and differences between a castle and a house.** **•I know who lived in a castle** I know why castles were built •I know why castles are built from stone •I know some main features of a castle Vocab: ***Invasion, rebellion,*** yesterday, today, tomorrow, castle, king, queen, stone, tower, turret, drawbridge, moat, protect	**Age 3 /4** **•I know some simple stories about Kings and Queens** •I know that Kings and Queens are important people. •Order pictures of the Queen or King from youngest to oldest	**EYFS** **•I can name our monarch** **•I know some similarities and differences between Kings/Queens today and in the past** •I know some of his roles Vocab: ***Technological advancement,*** similar, different, old, new, now, then, reign, throne king, queen, crown, union jack, national anthem, monarch, ruler, past, present	**Age 3/4** **•I know that a picture is old/new** I know why some people are important. Vocab: old, new, important, past, today	**EYFS** **•I observe similarities and differences from the past and today.** •I talk about people from the past and what they have done. Vocab:
Learning Question	**Who lives in a home like this?**		**Rule Britania: Who rules our land?**		**Why is David Attenborough Significant?**	
Core Concept	**Substantive Concept: Power and Empire**		**Substantive Concept: Power and Empire,**		**Substantive Concept: Cultural Change**	
KS1 Vocabulary	History, the past, long ago, old new/recent clue, memory, lifetime, remember, year, decade century, timeline, date, order, research, evidence, historians, experts, archaeologists, artefacts, letters, photographs, newspapers **castle, drawbridge, moat, portcullis, turret, tower, ramparts, dungeon, stone, wood, motte, bailey, flags, shield, knight/armour, attack, defend**		Monarchy, reign, rule, Queen Victoria, Queen Elizabeth, palace, jubilee, fashion, transport, food, farming, era, period, memory, today		Significance, national, international, climate change, naturalist, environment,	

Rationale	**Rationale** Children have mostly been exposed to castles in fairytale settings during their Reception year. They will now have the opportunity to bring this learning to life and relate to the castles they see around them. They will understand some of the reasons why castles were built and identify some defensive features.	Once again children will have been exposed to Kings and Queens mostly in story books. They will have some prior knowledge from the previous topic on castles and can observe some similarities between things in the past and now. They have a basic understanding of chronology, yesterday, today, tomorrow etc and will now develop this using a timeline. They will be comparing Queen Elizabeth to Queen Victoria and looking at these two strong women and their legacy in modern Britain.	Building on the significance of monarchs, children will develop their understanding of significant individuals , with a focus on David Attenborough and his contribution to national and international achievements.
Key Text	The paper bag princess	Paddington at the palace, The Queen's knickers, The Queen's hat, Queen Victoria's bathing machine	David Attenborough (Little People, Big Dreams) Our Planet
Memorable experience	A visit to a local castle or 'The castle Ditcher' experience in school	King's garden party – dress up as kings, queens, princes and princesses	Celebrate his 100th Birthday.
KS1 Key Learning	• **I can name famous castles such as Windsor, Richmond and Edinburgh.** • **I know the similarities and difference for rich and poor people in castles.** • **I know why Richmond has a castle** • Describe what a motte and bailey castle is and use that to decide if Richmond is one. • I know the ways in which castles were attacked and how they defended themselves. • I know some of the jobs that people did in the castle and how people lived in them.	• **I know our current monarch is King Charles III.** • **I know the similarities and difference between the life of Queen Victoria and King Charles III.** • Be able to explain why Prince Charles became King Charles • To describe the role of a coronation. • Identify some of King Charles' relatives and their role. • Compare Queen Victoria and Queen Elizabeth II	• I know David Attenborough is an English broadcaster and naturalist. • I know the achievements of David Attenborough • I know he has made a difference by raising awareness about climate change and the need to protect the natural world. • I know what it means to be significant. • I know why David Attenborough is a significant individual.
Year A KS2 Topic	**Heritage at Home** LQ: My town: How do we keep local history alive?	**Victorious** LQ: Victory!: Were the Victorians victorious?	**America in Black and White** LQ: America's Past: What's lurking in the shadows?

Core Concept	**Substantive Concept: Cultural Change**	**Substantive Concept: Cultural Change, Technological Advancement**	**Substantive Concept: Rebellion, Crime and Punishment, Exploration**
KS2 Vocabulary	Diversity, society, significant, significance, cause, causation, consequence, similarity, difference, trends, interpretation, hypothesis, culture, beliefs, settlements, archaeology, archaeologist, artefact, sources, primary source, primary evidence, secondary source, secondary evidence, analyse, hypothesis, oral history, narrative, investigation, infer, inference, change, continuity	Modern, Queen Victoria, Victorians, Monarch, Historical Source, The Victorians, Timeline, Time Period, Wealth, Rich, Poor, Workhouse, Queen Victoria, Monarch, Reign, Coronation, Industrial Revolution, Change, Impact, Locomotive, rail, station, revolution, impact, artist, controversial, society, contrast,	Ancient, astronomy, cacao, Chichen Itza, civilisation, Classic Period, code, glyph, God, Hieroglyphics, legend, myth, Popol Vuh, Pyramid, Sacrifice, Settlement, Temple, Yucatan Peninsula, Kukulkán pok-ta-pok (ball game) huipil (clothing)
Rationale	Beginning closest to home, this unit immerses the children into their own very local history – learning about their local area, including their own village and Richmond. Children will gain an insight into how we can find evidence locally and what to look for when being 'history detectives' when out and about. They will be able to explain how and why Richmond, and their own village came into being.	This unit of work builds on the local history unit and extends their understanding of some of the changes during this time. The children have seen their local Victorian school and now they will learn how this came to be and the importance of this era of industrial change to us now. They will link what they have learnt about local industry to their work on the industrial revolution.	Taking the children beyond their own familiar shores, this unit of work builds on their understanding of finding clues and making sense of evidence to look much further afield. Children will learn about how ancient civilisations were built, their culture and their eventual downfall – alongside their legacy that we can still see evidence of today.
Key Text		The Railway Children, Clockwork (Philip Pullman)	The Explorer, The vanishing rainforest
Memorable experience	Local visits, local visitor to come into school	York Railway museum, visit to a local town Victorian school day	Junk modelling – Chichén Itza
KS2 Learning	**Substantive Knowledge** • **I know how Richmond has changed over time** • **I know that Richmond castle was built by Alan the Red as a northern outpost.** • **I know that Richmond Castle has been used for different things.** • **I know the Legend of the Drummer Boy** • • Know that the castle was the town initially with the market place part of the bailey. • Richmond has other famous locals for example Robert Willance.	**Substantive Knowledge** • **I know where the Victorian Period fits on a timeline and how it compares to other periods studied.** • **I know what life was like for rich and poor children in Victorian times and can identify the similarities and differences to life now.** • **I know the Victorian period was renowned for advancement in agriculture and industry and the change to a more industrial nation.** • **I know that the actions of Lord Shaftesbury became the cause of change.** • **I know the impact the Victorian period has had on life today (sewers, education)**	**Substantive Knowledge** • **I know where the Maya period fits on a timeline and how it compares to other periods studied.** • **I Know how the Maya worshipped and the impact this had on their everyday life.** • **I know some of the major achievements of the Mayans (trade, maths and a number system, written language system (glyphs), architecture (elevated roads and aqueducts), sophisticated art, harvesting cocoa and developing chocolate drinks.**

			• Queen Victoria was a long reigning monarch who had many children who married much of European royalty. • The industrial revolution was the move from farming to industry as the main vocation and the rapid expansion of cities. • The railways meant faster and easier travel for Victorians		• The Mayan empire was in modern Mexico and stretched beyond. • Identify the food the Maya ate and draw comparisons between what we eat now. • Identify Chichen Itza and its importance to the Maya. • Know how the Maya communicated with other civilisations.	
Year B KS1 and EYFS Topic	**Now and Then** LQ: No internet!: What did children do?		**Fire Fire!** LQ: London's Burning: What did they do?		**Out of This World** LQ: Blast off!: Are spaceships real?	
EYFS Knowledge Blocks	**Age 3 / 4** **Some toys are still the same as they were.** Parents and grandparents played with different toys to us.	**EYFS** **In the past, toys did not use electricity** Know some toys from the past	**Age 3/4** **A city has a lot of houses and shops** A bakery sells bread	**EYFS** **There was a fire in London that started in a bakery** London used to look different to how it does now.	**Age 3/4** **A spaceman is called an astronaut.** Rockets go to space with people in them	**EYFS** **Rockets go to space and people have walked on the moon.** Satellites orbit the earth and help phones and TV to work.
Core Concept	**Substantive Concept: Cultural Change Technological Advancement**		**Substantive Concept: Technological Advancement,**		**Substantive Concept: Technological Advancement**	
KS1 Vocabulary	Hoop and stick, jack in the box, fireplace, hearth, labour-saving devices, slate, quill, inkwell, punch and Judy		London, Pudding Lane, St Pauls Cathedral, River Thames, diary, Britain, capital city, bakery, change, order, architect, Lord Mayor, Sir Christopher Wren, Monument, Samuel Pepys, King Charles		Past, significant, opinion, research, evidence, photographs, Astronaut, NASA, Earth, moon, Lunar Module, Apollo II, commander, flight, ISS.	
Rationale	Staying close to home, children will learn about life at home in the past; clothes, toys, schools and entertainment. Older children will be able to link this learning to previous learning about life in a castle. This work will be hands on and		The children can talk about events in the past and already have an understanding of where London is and that it is a big city in England. They can make links from Year A to London and the Palace being a significant place where the Kings and Queens lived, past and present. They will now build on that		The learning this term will allow the children to develop their knowledge of significant people from the past and will provide them with the opportunity to make comparisons between two astronauts from different eras.	

	exciting as they get to hold and play with items from the past.	knowledge and gain an understanding of a significant event in history that occurred in the city of London.	They already have some understanding of chronology of events and how to read a timeline.
Memorable experience.	Old fashioned school day Old fashioned toys day Playground crazes A trip to Beamish	Great Fire of Kirkby Fleetham/East Cowton / Barton/ Ravensworth/ Great Smeaton – Re-enactment	An interview with an astronaut? Tim Peake live event
Key Text	Lost in the toy museum Traction Man	A walk in London, The Great Fire of London, Daisy in London	Man on the Moon Look up
KS1 Key Learning	• **Know the similarities and differences between homes now and in the past** • **Know the similarities and differences between schools now and in the past** • **Know the similarities and differences between toys now and in the past.** • Know what toys were played with in the past • Know different children's crazes then and now • Know what children wore at different times	• **London in 1666 looked different to London now – streets were narrow and houses packed tightly together.** • **Know the events of 2nd September 1666, the fire staring in a bakery and quickly spread due.** • **King Charles II rebuilt London with wide streets and stone or brick building and tiled roofs.** • That many people fled to the river during the fire • The geography of London helped spread the fire as well as fierce winds which blew sparks.	• **Neil Armstong and Buzz Aldrin were the first men to walk on the moon in their rocket Apollo 11 in 1969** • **Satellites and the ISS orbit the earth and valuable research is done.** • Astronauts risked their lives to explore and discover something new, even though it was dangerous. • As scientists, the astronauts brought back 22 Kg of lunar samples, including 50 rocks. • That space travel is now becoming commercial and people can pay to go to space. • Space explorers have taught us how humans can survive with no gravity and this could be a possible future for mankind.
Year B KS2 Topic	**War and Peace** LQ: WW2: Who were the real heroes?	**Sinking into the Past** LQ: A Titanic Disaster: What went wrong?	**Race into Space** LQ: First the worst, second the best: Who won the space race?
Core Concept	**Substantive Concept: Power and Empire**	**Substantive Concept: Technological Advancement**	**Substantive Concept: Technological Advancement, Power and Empire**
KS2 Vocabulary	Adolf Hitler, air raid, siren, shelter, allies, allotment, Battle of Britain, black market, blackout, billets, conscription, coupon, evacuee, evacuation, gas mask, host family, locomotive, Luftwaffe, morse code, Royal Navy, rationing, RAF, shillings, spitfire, telegram, warden, Winston Churchill	Port, starboard, iceberg, capacity, deploy, plumet, testimony, distress, reluctant, embedded, differential, brittle, smelt, revolutionary, manoeuvre, configuration, turbine, reversible, cripple, impact, affected, navigate	Exploration, mission, opinion, viewpoint, interpretation, evidence, astronomy, telescope, rocket, Robert Goddard, V2, Space Age, Sputnik, Russia, United States, Laika, Yuri Gagarin, Mariner, Apollo 11, Pioneer, Viking 1, Artemis, Mir, Space Station, ISS, Elon Musk, Space X

Rationale	This topic will build chronological understanding from Victorian Britain to the war years. They will have an understanding of Empire and have considered how this impacted other countries and not just Britain. They will begin to see the impact of the war years on life in Britain to prepare them for learning about the later part of the twentieth century.	Complementing the theme of technological advancement, this unit on the titanic, will develop the children's understanding of 20th century history and the way adversity is often a prelude to advancement. Children will investigate not only what went wrong but the lessons learnt for the future of trans-Atlantic travel.	This unit of learning will be the most modern history the children learn. They will be able to link the development of technologies to the work they did during Victorian Britain and World War II. They will gain an understanding of the importance of oral history by discussing some of these events with family members before it is too late.
Key text	Rose Blanche	Story of the Titanic – DK History	Cosmic
Memorable experience.	Edon Camp		Skydome into school
KS2 Key Learning	**Substantive Knowledge** • The blitz, which come from the German word 'blitzkrieg', meaning 'lightning war'.and it was a sustained bombing of London from Sept 1940 to May 1941 and had a huge impact on the people of London. • World War II was so called as so many countries were involved although initially it was Germany/Britain. • **Despite being a rural community, locals were impacted by the war, not least due to rationing. This impacted everybody.** • Fiction can help us to understand and develop empathy for people in the past, particularly the lives of children who were evacuated. • **Many children from cities were evacuated but many children experienced something different in the war.** • **The role of women changed significantly during the war and they began to go out to work to do the roles that men used to do.** • Some men, particularly from rural communities did not go to fight: vets, farmers and people who kept the country running were exempt from conscription.	**Substantive Knowledge** • **Know that the titanic was state of the art for its time and 'unsinkable'** • Identify different types of historical sources and determine their reliability • To know how life was onboard the ship for the different classes • **Use evidence to find out about the people on the ship** • **To use evidence to form opinions about historical information** • To understand the impact of the sinking of the titanic on future safety measures	**Substantive Knowledge** • **To know key events such as: The queen's coronation, the first man on the moon, The Beatles, The Falklands war, Parent's born, children born, school opened** • Know that USA and Russia competed to be the first to land on the moon – the USA was first. • **Neil Armstrong was the first man on the moon and he said "One small step for man; one giant leap for mankind"** • Space exploration stalled for a while as different technology was used – satellites launched etc. • **The International space station orbits the earth. Scientists from different countries work on there carrying out experiments.** • Elon Musk is selling tickets on spaceships for lots of money but some 'tourists' have gone up to space.

Year C KS1 and EYFS Topic	**History at Home** LQ: Castle! Who lives in a house like this?		Time Travelling LQ: Going Places? How did they get there?		**Racing Through Time** LQ: I feel poorly: Who will look after me?	
EYFS Knowledge Blocks	**Age 3 / 4** **•I know some simple stories about castles** •I know castles are built from strong materials •I know what a castle looks like and can name some simple parts Vocab: yesterday, today, tomorrow, castle, king, queen, stone, tower	**EYFS** I know why castles were built •I know why castles are built from stone •I know some main features of a castle •I know how a castle is different to a house in a village •I **know who lived in a castle** Vocab: ***Invasion, rebellion,*** yesterday, today, tomorrow, castle, king, queen, stone, tower, turret, drawbridge, moat, protect	**Age 3 /4** **I know some stories about cars, trains and planes** I know how people can travel longer distances	**EYFS** **I know why people travel by plane or train rather than by car** I know that cars look different now to how they did in the past	**Age 3 /4** **I know some stories about people who help us.** I know that doctors, nurses and hospitals can help us when we are poorly	**EYFS** **I know Florence Nightingale was a nurse from the past.** I know that keeping clean helps a wound to get better and hospitals work to keep things clean.
Core Concept	**Substantive Concept: Invasion, Rebellion**		**Substantive Concept: Exploration, Technological**		**Substantive Concept: Symbolism and Art, Technological Advancement**	
KS1 Vocabulary	History, the past, long ago, old new/recent clue, memory, lifetime, remember, year, decade century, timeline, date, order, research, evidence,		Transport, past, present, mode, evolve, compare, same, different, invention, steam train, tram, bicycle, penny farthing, carriage, steam engine, carriage,		past, present, long ago, today, timeline, time period, Victorian period, Queen Victoria, Victorians, modern, century, chronological order, earliest, latest, most recent, Florence	

	historians, experts, archaeologists, artefacts, letters, photographs, newspapers **castle, drawbridge, moat, portcullis, turret, tower, ramparts, dungeon, stone, wood, motte, bailey, flags, shield, knight/armour, attack, defend**		Nightingale, medicine, medical care, nurse, hospital, Crimean War, Russia, Scutari, soldiers, disease, Cholera, Typhus, hygiene, Nightingale Training School for Nurses, Notes on Nursing, The Royal Red Cross, The Order of Merit, commemorate, stories, sources, book, newspapers, artefacts, interpret, analyse
Rationale	Children have mostly been exposed to castles in fairytale settings during their Reception year. They will now have the opportunity to bring this learning to life and relate to the castles they see around them.	The children will learn about the changes in travel and transport and focus on George Stephenson as our significant person in the building of the railways. They will explore a range of transports and how they have evolved over the years, making comparisons to the different modes of travel available today.	Learning about some key historical figures is an important part of developing children's understanding of history. This unit on Florence Nightingale will allow the children to build on their knowledge of the challenges around transport and technology with a focus on people.
Key Texts	Rapunzel, Iggy Peck Architect,	Storm Whale, The Puffin Keeper	Florence Nightingale by Lucy Lethbridge
Memorable experience	Trip to a local castle or a visit from the castle ditcher	Trip to the Railway Museum at Shildon to bring their learning to life.	
KS1 Key Learning	**Substantive Knowledge** • Name some famous castles such as Windsor, Richmond and Edinburgh. • Describe what a motte and bailey castle is and use that to decide if Richmond is one. • Identify reasons that a castle was built at Richmond. • **Name some of the ways in which castles were attached and how they defended themselves.** • **Know some of the jobs that people did in the castle and how people lived in them.** • **Find ways in which the village has changed over the years.** • Identify some buildings in the village and what they were used for	**Substantive Knowledge** • To know how people travel from one place to another • **To recognise how cars have changed since they were invented.** • To know why train travel was invented. • **To understand the importance of flight.** • **To identify how transport helps us do our jobs**	**Substantive Knowledge** • **Know who Florence Nightingale was and when she lived** • Find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there. • **Know how Florence Nightingale improved the conditions at the Scutari hospital.** • Know Florence Nightingale's achievements after the Crimean War. • Order and summarise events in the life of Florence Nightingale. • **Identify similarities and differences between medical care in the Victorian era and medical care now.**
Year C KS2 Topic	**Out of the Cave** LQ: Yabadabadoo!!: What came out of the cave?	**Romin' Around** LQ:Attention!: Were the Romans worth saluting?	**An Olympic Leap** LQ: Legs and legacy: What was the impact of the ancient Greeks?

Core Concept	Substantive Concept: Technological Advancement, Symbolism and Art	Substantive Concept: Power and Empire, Cultural Change and Sacrfice	Substantive Concept: Cultural Change, Symbolism and Art, Power, Crime and Punishment
Vocabulary	Neolithic, Palaeolithic, chronology, tribal, hunter-gatherers Skara Brae, Stonehenge, Bronze Age	Centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, amphitheatre, Hadrian's Wall, Colosseum, fortress, mosaic	Philosophy, Athenians, Spartans, democracy, Olympics, Plague, truce, Zeus, loincloth, Apollo, Sacred truce, temple
Rationale	This is the beginning of the rolling programme chronologically. Children should already have an understanding of history and be familiar with a timeline including BC and AD. This unit will secure that understanding of BC and allow them to understand how long ago this was and the amount of time this period lasted for. This will form a basis for the next unit on the Romans.	Chronologically, the Romans follows on from the previous unit. The children will be able to compare the civilisations of stone age man to the Romans and then again to the ancient Greeks later. Children will begin to look at sources of evidence and interpret them which will then be built upon the following term.	In this unit, children develop their understanding of the timeline of history, building from their knowledge of the stone age. They have looked in detail at the legacy of the Romans and this should help their understanding of the legacy that the ancient Greeks have left us. Comparing aspects of life in ancient Greece to our life now and also of previously studied units will aid their understanding of interpreting history.
Key Text	Skellig	Romans magnified	Greek Myths by Marcia Williams
Memorable experience	Visitor in school – stone/iron age focus	Visit to Roman Vindolanda or Hadrien's wall possibly.	Visitor in school – Ancient Greece Lady

KS2 Key Learning	**Substantive Knowledge** • Place the ice age beginning and end on a timeline • **Know how people lived during the ice age, including how they ate and clothed themselves**. • **People moved to Britain during the ice age by examining a settlement (Skara Brae)** • **Know how archaeologists have information about this time and how evidence is used.** • Place the bronze age on a timeline and compare to stone age.		**Substantive Knowledge** • Identify Rome and the Roman empire on the map – linking to modern countries. • **Know the Romans came to Britain to expand their empire and for agriculture** • **Roman towns were advanced and we see many remnants of that in our towns now.** • Identify Roman settlements locally and examine evidence that points to this. • **Identify the legacy of the Roman empire in Britain; roads, place names, military bases.**		**Substantive Knowledge** • Identify Greece on a map and place the Ancient Greeks on a timeline • **Artifacts from ancient Greece tell us how the loved in great detail.** • School existed in ancient Greece and there are many similarities to today • Many words in our language is derived from Greece and give some examples • **Greek architecture is in evidence today – identify building with Greek inspired architecture.** • **The Greeks were a democracy , like we are today, and describe what this means**. • The Olympics came from Ancient Greece – identify similarities and differences.	
Year D KS1 and EYFS Topic	**Now and Then** LQ:: No mobile phones?! How did people stay in touch?		**Water, water!** LQ: Send help! Who was Grace Darling?		**Down to Earth** LQ: Digging Deep: What lies beneath the earth?	
EYFS Knowledge Blocks	**Age 3 /4** **I know that people use telephones to talk to each other.** I know that people write things down to commnicate eg pen and paper or typing.	**EYFS** I know that the internet can be used to communicate all over the world. I know that people use different things now than in the past to communicate.	**Age 3 / 4** **I know some stories and songs of sailing and the sea** I am interested in the role of a sea rescuer I am aware of buildings and structures by the sea (lighthouses)	**EYFS** **I can talk about how people lived in the past** I know some differences of how people lived in the past I can compare figures from the past	Age 3/4 I **can recognise a dinosaur from pictures** I know that dinosaurs lived on earth a long time ago	EYFS **I know what a dinosaur is and can identify some dinosaurs** I know that archaeologists find dinosaur bones under the ground and that is how we know they were real

		People use telephones and computers to communicate				
Core Concept	**Substantive Concept: Cultural Change and Sacrifice, Technological Advancement**		**Substantive Concept: Technological Advancement, Cultural Change and Sacrifice**		**Substantive Concept: Exploration, Technological Advancement**	
KS1 vocabulary	Telephones, mobile phones, email, internet, letters, world wide web, communicate/communication, symbols, printing press, morse code, telegraph, telegram,		Grace Darling, North Sea, RNLI, The Farne Islands, Northumberland, empathy, rescue, service, significant, local impact, lighthouse, shipwreck		Dinosaurs, pre-historic, Jurassic, Cretaceous, Triassic, palaeontologist, fossil, Mary Anning, archaeology/archaeologist. Various dinosaur names eg. Tyrannosaurus Rex, Stegosaurus etc	
Rationale	This year's history topic begins close to home, exploring the ways people in their families have communicated with each other over time. Children will examine the technological advancement of things such as writing, telegrams, telephone and internet. They then learn about some key people whose work inspired inventions such as the printing press and the world wide web. This unit offers great scope for wider experiences such as interviewing elderly relatives and plenty tangible objects in the classroom such as old telephones, mobiles and typewriters.		Drawing on Year C geography and their understanding of the unpredictability of the sea, the learning this term will allow the children to develop their knowledge of people from the past and learn in greater detail about someone who made a significant difference locally (Grace Darling) Moving slightly further afield from their local area, children will be able to link this learning with their understanding of how technology has advanced over time and how individuals from the past can have an impact on today.		This exciting and stimulating topic will immerse children into pre-history and the world of dinosaurs. Focussing on the advancement of archaeological understanding, this unit is uniquely placed to enthuse young children about the sheer scale and size of history and how we find out about mysteries of the past. Children will learn about where and when dinosaurs existed and the significance of Mary Anning's work on fossils.	
Key Texts	Meercat Mail, The Jolly Postman		Lighthouse Keeper's Lunch, The Berwick Bear.		Dear Dinosaur	
Memorable experience	Invite an older family member into school to interview about ways in which they have communicated over time. Write letters to people in the community.		Visit Souter lighthouse – combined with a trip to Newcastle (city for geography) Or get a visitor from the RNLI		Hancock Museum Dinosaur Workshop, Newcastle Archaeologist visit to school.	
KS1 Learning	**Substantive Knowledge** • I know how people stay in touch now • **I know that early writing systems used symbols instead of letters** • I know what the printing press is and how it changed people's lives • I know how people sent messages in the past eg: morse code and telegraphs		**Substantive Knowledge** • **I know who Grace Darling was and identify what she did that was special** • I can empathise with Grace's feeling that made her act as she did. • **I know that stories change over time and not all versions of a story are the same.**		**Substantive Knowledge** • I know what a dinosaur is and can explain some of their characteristics • **I know some of the ways that we know that dinosaurs existed** • I know where dinosaurs lived • I know when dinosaurs existed and can explain the different periods of time	

	• **I know about the invention of the telephone and how telephones have developed over time** • I know who invented the world wide web and how it changed how people communicate. • **I know some of the ways communication has changed over time.** Plan Bee – Communication Then and Now	• **I know that we know about things that happened in the past from oral storytelling/songs etc** • I know what the RNLI do and that it is a charity. • I know about Henry Freeman – Yorkshire lifeboatman.	• **I know what an archaeologist is and why their work is important when we are finding out about the past.** • **I know who Mary Aning is and why her work on finding fossils is important** **(see deadly dinosaurs topic plan)** **https://www.nhm.ac.uk/schools/teaching-resources/key-stage-1/dinosaurs-and-fossils.html**
Year D **KS2 Topic**	**Tartan, Truth and Tribal Warfare** LQ: Settle Down!: Did the Angles, Picts and Scots get along?	**Vicious Vikings** LQ: Viking Attack! Why do the Vikings have a bad reputation?	**An Archeologist in Africa** LQ: Digging Deep: What lies beneath Egyptian sand?
Core Concept	**Substantive Concept: Invasion, Rebellion, Power and Empire**	**Substantive Concept: Invasion, Rebellion, Symbolism and Art, Exploration**	**Substantive Concept: Symbolism and Art, Cultural Change and Sacrifice, Crime and Punishment**
KS2 Vocabulary	Excavation, Sutton Hoo, burial, artefact, invade, settle, migration, monuments, forts, tribes, Anglo-Saxons, Picts, Scots, culture, king, thane, peasant, Pagan, Paganism, Christianity, change and continuity, Iona, Lindisfarne, Canterbury, reliability, relevance.	Kingdom, invasion, Dark Ages, power, Lindisfarne, reign, unified, legacy, rule, conquest.	Ancient Egypt, civilisation, Africa, landscape, climate, pyramids, Tutankhamun, tomb, sarcophagus, death mask, Rosetta stone, society, temples, underworld, mummification.
Rationale	This year's history begins in Britain 1500 years ago, as the Anglo-Saxons were starting to settle in Britain. Linked to our wider English and Geography topics about migration, immigration, diversity, prejudice and inclusion, this unit of work explores the life, society and culture of the Anglo-Saxons, their relationships to the Scots and Picts. Children will build on their historical enquiry skills, examining artefacts and solving the mysteries surrounding Sutton Hoo. This unit of work leads directly and chronologically into next term's learning about Vikings, the book Beowulf and life on Lindisfarne.	Building chronologically on last term's learning, children will investigate the impact of Viking invasion on the Anglo-Saxons and the historical significance of 'Alfred the Great' to the Battle of Hastings. Linked to their English text Beowulf, children will be immersed in the conflicts, rebellions and challenges of life in the Dark Ages, and be able to link this geographically to places nearby through place names and nationally significant Viking artifact discoveries.	This unit steps out of chronology to take a giant step back in time to the ancient civilisation of Egypt. Linked to our geography topic about Africa, children explore the impact of the climate and landscape on life in ancient Egypt, before getting down and dirty as archaeologists in ancient sands to find out about pyramids, gods and goddesses, mummification and the underworld. Building on their knowledge of how artefacts can be used to learn about the past, children are asked to think deeply about why it is important to know about ancient history and how it impacts on the present.
Key Texts	These texts will be explored through English linked to themes of identity, migration, immigration, diversity and inclusion: Arrival, Wonder.	Beowulf	Egyptology

	We will also do some pre-teaching of Beowulf which will be studied next term.		
Memorable experience	A re-enactment/model-making session of the Sutton Hoo burial site.	Explore or visit key local places with historical significance of this era, eg the Anglo Saxon sword found in Gilling Beck – can be seen at Richmondshire Museum.	Build a pyramid – teambuilding challenge activity day.
KS2 Learning	**Substantive Knowledge** • I know a range of different ways we can find out about the past. • **I know about who the Anglo-Saxons were and when and why they came to Britain.** • I know who the Picts and Scots were and where they lived. • **I know how to use a range of artefacts to find out about Anglo-Saxon society and culture.** • **I know what paganism is and can explain the spread of Christianity across Britain.** • I know how to use evidence to draw conclusions about Sutton Hoo.	**Substantive Knowledge** • I know when and why the Vikings invaded to Britain. • **I know how the Vikings gained control of North East England and how this affected the Anglo-Saxons.** • I know who King Alfred was and why he was called 'Alfred the Great'. • **I know what life was like for Vikings living in Britain.** • **I know how and when England became a unified country.** • I know and can explain the historical significance of the Battle of Hastings.	**Substantive Knowledge** • I know how to locate Ancient Egypt in time and place • **I know how the landscape affected life in Ancient Egypt and the importance of the River Nile**. • I know why Tutankhamun was a significant historical discovery and that artefacts can help us learn about it. • **I know and can talk about different aspect of daily life in Ancient Egypt eg food, religion, farming, clothing.** • **I know how to use artefacts to find knowledge about tombs, pyramids, burial sites, mummification and the underworld.** • I know why studying past civilisations is important.