

Core concepts visited throughout the curriculum: society, settlement, innovation and legacy.

History Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Development Matters Framework Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of 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> <p>Enquiry questions covered: How have I changed since I was a baby? What are our favourite celebrations each year? Why do we wear different clothes at different times of the year?</p>					
Year 1		<p><u>Toys through time -living memory</u> <i>How have toys changed over time and how do we know?</i> Society Innovation</p> <p>similarity and difference Old and new Ask questions</p> <p>Use artefacts, pictures, stories, online sources</p> <p>Place artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p>		<p><u>The Wright Brothers</u></p> <p>How has the Wright Brothers legacy changed the world today? Local link and visit-Brooklands Museum. Local figure: link to Hilda Hewlett</p> <p>Society Innovation Legacy</p> <p>Ask questions</p> <p>Use artefacts, pictures, stories, online sources</p> <p>Describe significant people from the past.</p>		<p><u>Healthcare - Florence Nightingale</u> How did Florence Nightingale help improve hospitals?</p> <p>Innovation Legacy</p> <p>Ask questions such as: Who and why do we remember Edith Cavell?</p> <p>What was it like for people? Use artefacts, pictures, stories, online sources</p> <p>Place events and artefacts in order on a timeline.</p> <p>Use dates where appropriate.</p>

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		Recount changes that have occurred in their own lives..		<p>Sequencing: Place events and artefacts in order on a time line.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Use dates where appropriate.</p> <p>Show an understanding of the concept of nation and a nation's history.</p>		Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
Year 2		<p><u>Great Fire of London.</u></p> <p>Why did the Great fire of London cause so much damage and what happened as a result?</p> <p>society settlement legacy innovation</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>What happened? How long ago?</p>		<p><u>Battle of Hastings</u></p> <p><i>Who was William the Conqueror and why did he build castles?</i></p> <p>society settlement legacy</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past. What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the</p>	<p><u>Polar Explorers- Robert Falcon Scott and Felicity Aston</u></p> <p><i>What happened in the 'Race to the South Pole' and why is Captain Scott remembered?</i></p> <p><i>Do people still explore the Polar regions today?</i></p> <p>legacy innovation</p> <p>Observe or handle</p>	

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		<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Place events and artefacts in order on a time line.</p> <p>Use dates where appropriate.</p>		<p>past. Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Place events and artefacts in order on a time line.</p> <p>Use dates where appropriate.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>• Show an understanding of the concept of nation and a nation's history.</p>	<p>evidence to ask questions and find answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Place events and artefacts in order on a time line.</p> <p>Use dates where appropriate.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>• Show an understanding of the</p>	
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					concept of nation and a nation's history.	
Year 3	<p>Stone Age <i>What was 'new' about the New Stone Age?</i> society settlement innovation</p> <p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until mediaeval times. • Compare some of the times studied with those of other areas of 		<p>Bronze to Iron Age <i>How did life change in Britain during the Bronze Age and Iron Age? Was it for the better?</i></p> <p>Society Innovation Settlement</p> <p>Give a broad overview of life in Britain from ancient until mediaeval times.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 			<p><u>Ancient Egyptians and early civilizations</u> Overview lesson: <i>What does a civilization need to grow and succeed?</i></p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p><i>What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?</i></p> <p>settlements innovation society</p> <p>Use evidence to ask questions and find answers Describe the social, ethnic, cultural or religious diversity of past society. Suggest suitable sources of evidence for historical enquiry Use more than one source of evidence for historical enquiries.</p>

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	<p>interest around the world.</p> <p><u>To build an overview of world history</u></p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand chronology</u></p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>					<p>Use sources in order to gain a more accurate understanding of history. Describe different accounts of a historical event, Use sources in order to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
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	<p><u>Communicate historically</u></p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</p>					
Year 4		<p><u>Britain in the Roman Empire</u></p> <p><i>Why did the Romans invade and what was the impact?</i></p> <p>society settlement legacy innovation</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquire more than one source of evidence for enquiries. <p>Give a broad overview of life in Britain from ancient until medieval times.</p>		<p><u>Britain's settlement by the Anglo Saxons and Scots</u></p> <p><i>Why did the Anglo Saxons come to Britain and what might the Anglo Saxon settlement at Guildford have been like to live in?</i></p> <p>society settlement legacy</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Give a broad overview of life in</p>		<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p><i>Raiders or settlers: how should we remember the Vikings?</i></p> <p><i>How did the Anglo Saxons come to an end?</i></p> <p>society settlement legacy</p> <p>Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiries.</p>

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		computing skills to a good standard in order to communicate information about the past.				order to communicate information about the past. Compare some of the times studied with those of other areas of interest around the world.
Year 5	<p><u>Ancient Greece</u> – a study of Greek life and achievements and their influence on the western world</p> <p><i>How was Ancient Greek life different from our own? What effect did it have on the western world?</i></p> <p>society innovation legacy</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>		<p><u>A non-European society that provides contrasts with British history</u> <u>The Maya civilisation C 900</u> <i>What was everyday life like in the Maya civilisation compared to the Saxons and Vikings and how do we know? Who was the better civilization: the Vikings, or the Maya?</i></p> <p>society settlement</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or 		<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Industrial Revolution</u></p> <p>What were the benefits and disadvantages of the Industrial Revolution?</p> <p>innovation legacy settlement society</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	

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	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <p>Use appropriate historical vocabulary to communicate.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> Use original ways to present information and ideas. 		<p>religious diversity of past society.</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Use appropriate historical vocabulary to communicate.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> Use original ways to present information and ideas. 		<ul style="list-style-type: none"> Identify periods of rapid change in history and contrast them with times of relatively little change. <p>Use appropriate historical vocabulary to communicate.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> Use original ways to present information and ideas. 	
Year 6	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Who was the most powerful individual in</p>		<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Twentieth Century (WWII)</p> <p>How did twentieth century conflict change society?</p>		<p><u>Black History</u></p> <p><u>Windrush Scandal: Identifying changes in society and demographics</u></p> <p>How has life today for black British people changed compared to those arriving on the Empire Windrush and those who</p>	

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	<p>Tudor England and why?</p> <p>society legacy</p> <p>Use appropriate historical vocabulary to communicate.</p> <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. <p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. 		<p>society innovation legacy</p> <p>Use appropriate historical vocabulary to communicate, including.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. <p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how 		<p>lived in Britain before?</p> <p>society legacy</p> <p>Use appropriate historical vocabulary to communicate, including.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. <p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. 	
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	<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from mediaeval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. 		<p>historians must understand the social context of evidence studied.</p> <ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 		<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and 	
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