

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
JOURNEYS & TRANSPORT FROM THE PAST	PAST AND PRESENT	SUPERHEROES – EVENTS IN THE PAST	LAND AND SEA – TRADE AND TRAVEL	GROWING – MONARCHY	ANIMALS – CHANGE OVER TIME
↓					
Understanding the World					
Learning Experiences: Circle time to share news Labelled pictures of old transport Opportunities to compare how cars and boats have changed.	Pupils learn: <ul style="list-style-type: none">To recall something in the immediate past, using the phrases – ‘Yesterday I...’ ‘This morning I...’ ‘At the weekend I...’That history refers to something that happened in the past.The names of different types of transport. E.g. cars, buses.That people in the past did not have the same transport that we have today.Before we had cars, people would use horse drawn carriages and before aeroplanes, people would travel by boat which would take a long time.That different transport moves in different ways. Such as boats floating, planes flying etc.That cars have changed from the past such as they are now electric and faster.				Substantive Threads: Technology and Trade (History) Identity (PSHE)
PREREQUISITES Development Matters <ul style="list-style-type: none">That the past is something that has already happened and can be yesterday or 100 years ago.That many things change and get better over the years.To be able to talk in sentences developing use of tenses for past and present.Explore and respond to different natural phenomena in their setting and on trips.Start to develop conversation, often jumping from topic to topic.					

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JOURNEYS & TRANSPORT FROM THE PAST	PAST AND PRESENT	SUPERHEROES – EVENTS IN THE PAST	LAND AND SEA – TRADE AND TRAVEL	GROWING – MONARCHY	ANIMALS – CHANGE OVER TIME
	↓				
Understanding the World – Past and Present					
Learning Experiences: Role play areas linked to toys – toy shop, build a bear factory, Santa’s workshop – Comparing toys that are made. Opportunities to bring in their favourite toys including old ones to compare to modern day.	Pupils learn: <ul style="list-style-type: none">To talk about past events (history) such as birthdays, trips to different places.To talk about a toy that they have at home and when they were given it in the past.To recognise how toys have changed from the past to the present day such as toy cars.			Substantive Threads: Beliefs and Values (PSHE) Religions, Beliefs and Traditions (History) Festivals and Celebrations (RE) Technology and/or trade (History)	
PREREQUISITES Development Matters <ul style="list-style-type: none">That the past is something that has already happened and can be yesterday or 100 years ago.Explore and respond to different natural phenomena in their setting and on trips.					

Key Stage 1 - Year 1

YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Dover Castle		Travel		First Flight	
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Necessary context for learning:		... pupils learn:			
When visiting Dover Castle...		<ul style="list-style-type: none">How historians decide what makes a place significant e.g. a king lived there.That a castle was a type of home built in the past by a powerful person, often Kings, Queens (monarchs) or other rulers.That Dover Castle is near Folkestone and was built around 1000 years ago by a king.That castles were often built to provide safety and protection from attack and to display the owner's rank and wealth.			
When analysing a portrait/photo/diagram of Dover Castle...		<ul style="list-style-type: none">The key features of many castles, including Dover Castle: built on a hill, large in size, thick high walls, tower (keep), bailey, drawbridge, moat, portcullis, windows and arrow slits.To make suggestions about reasons why Dover Castle was built where it was.			
PREREQUISITES					
Birth to Three Development Matters					
<ul style="list-style-type: none">To be able to understand what a King or Queen is based on their knowledge of living in the UK.To be able to recognise a castle based on read-aloud stories, TV and films.					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS					
<ul style="list-style-type: none">Historians think that...I believe that... / I think that... / I feel that...This (source) does /does not suggest that...					

Year 2

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
The Gunpowder Plot		Monarchy – Henry VIII and Elizabeth II		The Internet & Communication	
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Necessary context for learning: Through recounting personal experience of Bonfire Night, or when watching a short documentary about Bonfire Night (BBC Teach)... When using words and phrases, specifically: then, now, old, new, a long time ago, before I was born... When reading and looking at primary sources, specifically The Montecagle Letter 1605 and the extract of John Johnson’s examination. When studying Guy Fawkes’s signature pre- and post-imprisonment...		... pupils learn: <ul style="list-style-type: none">How historians decide what makes an event significant e.g. a threat against monarchy (treason).That Bonfire Night is a national festival held on 5th November to mark the anniversary of the Gunpowder Plot.That the Gunpowder Plot was a failed attempt to blow up the Houses of Parliament, around 400 years ago.That historians use sources to find out about the past and make claims about the Gunpowder Plot.That historical knowledge of the Gunpowder Plot is predominantly based on letters or written sources by the King, the government or the soldiers who arrested Guy Fawkes.That Guy Fawkes and others tried to blow up the Houses of Parliament because the monarch and government were there.That Guy Fawkes and the other plotters were catholic, and the King was a protestant. Know that these are different forms of the Christian religion with some different beliefs.That Guy Fawkes was arrested before he could blow up the barrels of gunpowder and was later executed for treason, which is no longer a punishment in the UK.			
PREREQUISITES <ul style="list-style-type: none">To understand what a monarch is (Y1 – Dover Castle)To recognise what an anniversary is (EYFS – Birthdays/festivals)To understand what religion is (R.E.)To be able to analyse source information (Y1)					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">The first ____ shows but the second ____ shows...This source does /does not suggest that...To some people, ____ means that...Historians think that...I believe that... / I think that... / I feel that...					

Year 3

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Changes in Britain from the Stone Age to Iron Age		Romans in Britain		Anglo-Saxons and Vikings	
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Necessary context for learning: When placing events in chronological order onto a timeline... When analysing sources, specifically a wood and flint sickle, clay beaker, iron tipped plough, rotary quern and potters-wheel... When creating different representations of Stone Age and Bronze or Iron Age homes to compare and contrast...		... pupils learn: <ul style="list-style-type: none">That in Britain, the Stone Age, Iron Age and Bronze Age was a period from around 15,000BC to 43AD (Roman invasion).That although historians use sources to find out about the past and make claims about prehistoric Britain, depending on the time period, some of these sources may be limited.That historical understanding of the Stone Age, Bronze Age and Iron Age is based on <u>limited</u> specific sources including: tools, pottery, weapons, & Skara Brae village.How technology changed from simple stone tools to the forging of metals and how this led to wider farming.How homes and buildings changed from the Stone Age to the Iron Age, specifically: tents made from branches and hides for hunter-gatherers; stone houses; thatched buildings with timber & clay walls; round houses & hillforts.That Britain was made up of a number of Celtic tribal kingdoms during the Iron Age, based at a hillfort.To know that Dover Castle was built on the site of an Iron Age hillfort. To know that modern-day Canterbury is built on the site of an early Celtic settlement.To suggest why some sources from the Romans may be biased and not historically accurate representations of this period of time.			
PREREQUISITES <ul style="list-style-type: none">To be able to recognise key features of the Stone Age (Y2 – Communication & The Internet)To understand that we can find out information about the past using a variety of sourcesTo understand that Kingdoms in Britain were led by Kings and Queens (Y1 – Dover Castle)To know the significance of Dover Castle in our locality (Y1 – Dover Castle)					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">Prehistoric sources may be limited because ____ this means that...The first ____ shows but the second ____ shows...This source does /does not suggest that...To some people, ____ means that...Historians think that...I believe that... / I think that... / I feel that...This source may be biased because...					

Year 4

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Overview of Ancient Civilisations		Early Islamic Civilisations		Ancient Greece	
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<p>Necessary context for learning:</p> <p>When defining and constructing a social hierarchy for each ancient civilisations...</p> <p>When looking at a map of the earliest civilisations and constructing timelines...</p> <p>When analysing sources such as the images of Gods and important buildings...</p> <p>When producing a fact file overview of an ancient civilisation of their choice...</p>		<p>... pupils learn:</p> <ul style="list-style-type: none">How historians make judgements about the similarities and differences between societies at the same time, particularly the earliest civilisations.That civilisations are usually characterised by a large community of people with its own social organisation (written records, system of government, hierarchy of labour etc.), culture (beliefs and customs) and development of settlements in to large networks of towns and cities.That each civilisation had a social structure and hierarchy which ensured they were an organised community. To specifically know that those in power came from a long dynasty or monarchy (Pharaohs, Emperors, Kings and Queens).To understand that slavery was a common way to support the development of these civilisations.That historians rely on chronological knowledge to help construct narratives across different periods of timeThat each early civilisation was established thousands of years ago in different parts of the world and overlapped with each other (Ancient Sumer (Southern Mesopotamia) 5300 BC -1940 BC; Indus Valley in 3300BC - 1300BC; Ancient Egypt 2950 BC - 30BC; Shang Dynasty of Ancient China 1600BC - 1046 BC).To understand that each of these civilisations were located close to a river. To know that this is because rivers were essential for drinking water, fertile land and transport routes for trade and travel.The important role that religion played in each of these civilisations: Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty civilisations all believed in a range of different gods and had artwork, vases and religious buildings to demonstrate this.That many ancient civilisations are regarded as responsible for key inventions: Ancient Sumerian chariot for wheel; grid street pattern in Indus Valley for wells, baths, drains and sewage; paper, jade and silk from Shang Dynasty; irrigation systems, pyramids and mummies of Egypt.			
<p>PREREQUISITES</p> <ul style="list-style-type: none">To recognise what a civilisation is (Y3 – Romans in Britain)To understand what BC and AD represents (Y3 – Stone Age to Iron Age)To understand the role of a slave in a civilisation (Y4 – Ancient Greece)To understand the differing religions a settlement may have (Y3 – Romans in Britain, Y4 – Early Islamic Civilisation)To be able to analyse sources for key information (Y1, Y2, Y3)To know when a source might be biased and how to discern this (Y3 – Stone Age to Iron Age) <p>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</p> <ul style="list-style-type: none">Historians think that...This source does /does not suggest that...To some people, _____ means that...There may be different interpretations of these events because...The different interpretations tell us...I believe that... / I think that... / I feel that...					

Year 5

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Local Study: Canterbury – Thomas Becket & Monarchy		Ancient Egypt Depth Study			
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Necessary context for learning: When analysing the painting of Thomas Becket and King Henry II (genealogy of English kings)... When discussing the sources from French Biographer Garnier, the famous question and the stone font of the Martyrdom... When reading the quote from The Lives of Thomas Becket, ed. and trans. by Michael Staunton... When visiting Canterbury Cathedral, specifically the Alter of the Sword Point and the Crypt...		... pupils learn: <ul style="list-style-type: none">How historians ascribe significance to historical people or events and why they may have deemed Thomas Becket and his death worthy of attention.That Thomas Becket was chancellor to King Henry II and was very powerful - the king chose Becket as his new archbishop of Canterbury around 1000 years ago.That as the Archbishop of Canterbury, Becket became the leader of the Roman Catholic Church in England.That historians use sources to find out about the past and make claims about the cause of Thomas Becket’s death.That Becket often took the side of the church (wanting to increase its power and influence) rather than the king, causing many disputes.How historians may have different interpretations of historical events based on different sources, both from the time and after, specifically in relation to the ‘instructions’ given by King Henry II.That Becket was killed by four of the king’s knights in 1170.That Christians were shocked by Becket’s murder and the Pope made him a saint of the Roman Catholic Church.That for centuries after Becket’s death, many people made pilgrimage to Canterbury Cathedral.That Becket was seen by many as a martyr – someone who was willing to die for his religious beliefs. He had a shrine that was in Canterbury but it was destroyed by order of Henry VIII during his reign.			
PREREQUISITES <ul style="list-style-type: none">To understand what a King is in relation to the monarchy and to ruling (Y1 – Dover Castle, Y2 – King Henry VIII + Queen Elizabeth II, Y2 – Gunpowder Plot)To know what Christianity is (R.E.)To know what Catholicism is (Y2 – Gunpowder Plot)To understand the significance of Canterbury within the locality (Y3 – Anglo-Saxons and Vikings, Y3 – Stone Age to Iron Age)					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS <ul style="list-style-type: none">Historians think that this person is significant as...This source does /does not suggest that...There may be different interpretations of these events because...The different interpretations tell us...Due to the evidence, some people may believe... I agree/disagree because...					

Year 6

YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Industrial Revolution (Innovation & Invention + Empire)		Battle of Britain Local Study		The Windrush Migration	
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Necessary context for learning:		Pupils learn:			
When comparing the images of hand manufacturing to machine production...		• That historians make judgments about the amount, nature or pace of change across time, specifically in relation to the advancements of technology within the Industrial Revolution.			
When analysing the painting reflecting the conditions of the city...		• That the 'Industrial Revolution' describes the transition in the 1840s from a society based on hand manufacturing and human/animal power, to a society based on machinery.			
When reading first-hand accounts and news reports of the first journey on a steam train...		• That before the revolution, most people lived in the country and worked on farms, and that during the revolution, people moved to the cities to work in factories. These cities grew and became over-crowded, unsanitary and polluted.			
		• That one drawback of the Industrial Revolution was poor working conditions for people in factories. Know that working conditions were often dangerous, people had to work long hours and child labour was common practice.			
		• That spinning cotton using machines was far faster and cheaper than spinning cotton by hand.			
		• That the steam engine was one of the most important inventions of the Industrial Revolution and meant that humans could use the energy from fossil fuels to create power.			
		• To know that much of the machinery and buildings needed by the Industrial Revolution (specifically trains, railway bridges and steam engines) were built out of iron and that this was produced in a new process called the blast furnace.			
		• That steam engines and blast furnaces needed a huge amount of coal, so coal mining became a very important industry, creating jobs and generating wealth.			
		• That the steam train powered its own forward movement and that train lines spread rapidly across Britain, transforming British life and making easy travel possible for the first time.			
		• How historians decide what makes a place or era significant e.g. the power gathered by Britain to become an 'empire' during this time.			
		• That Britain became a powerful empire because it was the leading force in the Industrial Revolution.			
PREREQUISITES					
• To know what a settlement and civilisation is (Y3 – Stone Age to Iron Age, Y3 – Anglo Saxons and Vikings, Y4 – Early Islamic Civilisations, Y4 – Overview of Early Civilisations, Y4 – Ancient Greece)					
• To know the basic structure of a society (Y4 – Ancient Greece)					
• To understand the role of trade in increasing wealth (Y1 – Transport, Y4 - Overview of Early Civilisations, Y5 – Ancient Egypt Depth Study)					
SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS					
• Historians think that this person is significant as...					
• This source does /does not suggest that...					
• There may be different interpretations of these events because...					
• The different interpretations tell us...					
• Due to the evidence, some people may believe... I agree/disagree because...					