Year 1

**Toys through time**

Children will begin to show an awareness of what history and the past is. They will learn how toys have changed from the past and how that has influenced the toys made now in the present which they play with. They should begin to understand what a decade is and be able to sort different toys from different decades, as well as being able to state what makes toys similar or different from each decade. Children should be able to state what is the same and different between toys now and from other decades and also the similarities and differences between the toys they play with and what their parents and grandparents played with. They should start to become familiar with historical terminology such as past, present and decade and be able to use a timeline to order some events from furthest in the past to the present.

| Checking for understanding:   * Can you tell me what your favourite toy is? What material(s) is it made from? * What is something that is the same or different about a toy from the past and the present? * Are there any toys in the past that we still play with now in the present? * Show me on a timeline where the 1990s are * What toys did children in the Victorian era play with? * Did boys and girls play with the same toys? Have people's attitudes changed from the past? |
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**Significant individuals**

Children should begin to develop their awareness of what history and the past is. They should focus on key terminology such as history, past, present, significant, individuals, explorers. Children will look at 2 significant individuals in more detail (Columbus and Armstrong), look at what they did, compare their achievements and conclude which individual they think has had the most impact on today’s society and evidently, the most significant. In addition to this, children will look at other significant individuals very briefly to develop their understanding on what the term ‘significant’ means. Children should know that Columbus went on his expeditions before Armstrong went into space and that there was a significant time difference between the two. Additionally, children should know who travelled the furthest.

| Checking for understanding:   * What does the word significant mean? * Who went on their voyage / travels first? Columbus or Armstrong? * What were the names of the 2 space trips Armstrong went on? * What were the names of the 3 boats Columbus took with him when he went on his voyages? * Did Columbus really discover America? Did somebody else get there before him? * Who do you think is the most significant individual? |
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Year 2

**The Great Fire of London**

Children should remember the date of 1666 and that this was in the reign of Charles II, that the King’s surname was Stuart and that this was in the reign of the Stuarts. Children should know that this was just after the great plague and be able to make links between these two events. They should be able to list the main factors leading to the fire; majority wooden houses closely packed, absence of fire brigade and firefighting equipment. They should understand the importance of Samuel Pepys and his diary and be aware of potential bias.

| Checking for understanding:   * Did the GFoL come after the great plague or before? * Why was the GFoL significant? * Explain why the fire spread so quickly and extensively * When did the fire happen? * Was that BC or AD? * Would you believe everything that Samuel Pepys wrote in his diary? Why / Why not? |
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**Local area study comparing Victorian schools to schools now**

Children are introduced to the Victorians and who Queen Victoria was, how old she took the throne when her reign started and how long she reigned for. Children will focus heavily on school life, children in school and what children did prior to the Education Act being introduced in 1870 which made school compulsory for all children. After learning this, children will bring this back to how schools are now in the present and compare largely with their own school. Children should be able to explain what things have stayed the same or changed, and if school now is different to when their parents or grandparents attended. Children should also be able to talk about how a war would affect school life and imagine how school would have been different if they were attending during a war e.g. WW1.

| Checking for understanding:   * How old was Queen Victoria when she began her reign and how long did he reign last? * What did children do before going to school was compulsory? What types of jobs did they have? * What is the same or different about schools now and schools in the past? * Is there anything in our school now that there would / would not be in schools from the past? * When was the Education Act introduced? What did this mean for children? * How would school have been different if there was a war going on? |
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Year 3

**The Egyptians**

Children should be able to locate Egypt on a world map and know that Egypt is a country on the continent of Africa. They should be able to locate the River Nile and understand that Cairo and the Great Pyramids of Giza are located by the lower Nile and the Valley of Kings is near Luxor by the upper Nile. They should know that the Nile is the longest river in the world. Children should remember that Egypt is an example of a civilisation. They should know that the two main influences on Egyptian life were their belief system influenced by the afterlife and the significance of the River Nile on farming. The key significance of Ancient Egypt for historians is archaeology as a tool to reveal primary sources of evidence.

| Checking for understanding:   * Was Egypt an empire or civilisation? * Show me where Egypt is on a map * Why was the Nile important for Ancient Egyptians? * What was important about the discovery of Tutankhamun’s tomb? * How did their belief in the Afterlife influence their lives? * Can you find Ancient Egypt on the RV timeline and the outdoor timeline? * Was it BC or AD? * Were the Ancient Egyptians around the same time as the Romans, before or after? |
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**The Stone, Bronze and Iron Age**

Children begin to use the RV timeline in more detail. They begin their exploration of History starting from the very beginning at 600 BC looking at the Stone Age. This builds a good foundation for children as they move along their historical journey through the year groups. Children become familiar with terms such as BC and AD and when the Stone, Bronze and Iron Ages all occurred. Children will observe changes over the Stone / Neolithic Age, Bronze and eventually Iron and in detail, look at 3 significant things from each Age; Hillforts, Skara Brae and Stonehenge.

| Checking for understanding:   * What does prehistoric mean? * Were the Stone, Bronze and Iron Ages BC or AD? * Why is it called the Stone Age? * The Stone Age is split into 3 smaller time periods, what are they called and what years did they happen? * What is a Hillfort and what evidence of them do we have in the U.K? * How was Skara Brae discovered? |
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Year 4

**The Romans**

Children should understand how the Roman empire started and developed the difference between Ancient Egypt as a largely peaceful civilisation and the Romans as invaders, conquerors and empire builders. Children should understand the drivers behind the Roman invasion of Britain; the need for farmland and raw materials etc. They should also recognise some of the difficulties the Romans had in operating at the limits of distance from the main base in Rome which were linked to the eventual fall of the empire. They should be able to explain how the Picts were held back and the revolt of the Iceni led by Boudica. Legacy is a key concept and children should be confident in listing examples.

| Checking for understanding:   * What is the main difference between the Romans and the Ancient Egyptians? * Show me on a map where the Roman empire started * When did the Romans arrive in Britain and when did they leave? * What is the legacy of the Romans for us here in Britain? * Why did the Roman empire eventually fail? |
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**The Victorians**

Children will learn the significance of an individual era, the Victorian era. They should know who Queen Victoria is, how old when she began her reign and that she reigned for 64 years. Children should know that Queen Victoria was the longest reigning monarch in British History and that she had a profound impact on the culture and life of the nineteenth century and that this period is commonly known as the Victorian age. They should also know that this era saw rapid advances in England in terms of politics, technology, education and the economy. This era also saw an innovation of new inventions, largely due to the industrial revolution which opened up the possibility of mass production.

| Checking for understanding:   * When did Queen Victoria take the throne? * How long did Queen Victoria reign for? * What is a monarch? * What is the industrial revolution and when did it happen? * What was working life like for children during the Victorian era? |
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Year 5

**The Anglo-Saxons and Vikings**

Children should understand the power and vacuum left behind following the Roman withdrawal from Britain around 400 AD. They should understand the concepts of invaders and settlers, being confident to explain the terms with examples of the Angles, Saxons and Vikings. Their developing understanding of the way Britain has been shaped by successive invasions should be linked to concepts of nationality. Legacy should be clear in terms of farming methods, place names, language and shipbuilding skills.

| Checking for understanding:   * Where did the Saxons and Angles come from? * Show me on a map where the Vikings came from * What are the main features of the Viking longboat? Long, light, manoeuvrable * How have the Anglo Saxons and Viking invasions shaped the Britain we know? |
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**The Ancient Greeks**

Children should have a secure knowledge of what BC and AD mean and be able to order some events on a timeline, stating whether they were in BC or AD. They will focus on some significant points in time, including the Minoan Age, Mycenaean Age and Hellenistic Period, to name a few. Children should have a good understanding of what a government is and the different ways city states were ruled in Ancient Greece. When learning about city states, children should be able to compare two of them (Sparta and Athens) in detail and their advantages and disadvantages of ruling. Additionally children should know some of the gods and goddesses and how they contributed to everyday life.

| Checking for understanding:   * What do BC and AD mean? * When was the Classical period? * What is a monarchy, oligarchy and democracy? * What is a city state? * What were the religious beliefs of the Ancient Greeks and did they believe in any myths? |
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Year 6

**Crime and Punishment**

Children should grasp the broad chronological sweep of nearly 2000 years and this should support their improving understanding of the long arc of time. They should understand that the concept of crime is not static and relates to religious, social, moral and political views of the era. Children should understand the links to industrialisation and secularisation.

| Checking for understanding:   * Why have punishments changed over time? * What are the main differences in our approach to crime and punishment now compared to the Ancient Greek period? * How would stealing fish be treated during these periods of history?   + 500 AD   + 1800 AD   + Today |
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**The Mayans**

Children should know that Mayan civilization was established in 1800 BC and be able to locate on a map where it was established. From analysing sources, children should be able to conclude what life was like for a Mayan child, including their daily routine, jobs, schooling and beliefs etc. Children should know that the Mayans had a similar structure to the Viking social structure and be able to list similarities and differences. They should know that the Mayans made some significant discoveries such as chocolate, the number system and calendars.

| Checking for understanding:   * When was the Mayan civilization established? * What was life like for a Mayan child? * What are some similarities and differences between the Viking social structure and Mayan social structure? * What is a caste system? * What are some key discoveries made by the Mayans? |
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