

EYFS				
		Autumn	Spring	Summer
Nursery		Ourselves and Festivals	Toys and Favourite Stories	Animals
	Understanding The World	• Begin to make sense of their own life-story and family's history. • Begin to develop an understanding of growth, decay and changes over time		
Reception		Ourselves and Festivals	Favourite Stories and Transport	Mini Beasts and Water
	Understanding The World	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Understand some stories are 'traditional' i.e. happened a long time ago. • Talk about past and present events in my own life and in the lives of family members		
ELG	Understanding The World - Past and Present	• 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.		

History curriculum drivers for 2021/22: What does a child's understanding look like of these ideas in each year group? How does their understanding of these terms build on what they have learned before?

EMPIRE

MONARCHY

MIGRATION

CIVILISATION

RESISTANCE

INVASION

Year 1

	Term	Autumn	Spring	Summer
Key Stage 1 End Points	Topic <i>NC links</i>	MY FAMILY My Family: What's my history? <i>Changes in living memory</i>	TOYS How are my toys the same or different to those in the past?	LOCAL AREA What's special about where I live? Why do we remember Dick Whittington? <i>Local history: significant historical events, people and places</i> SEASIDE Why do people go to the seaside? <i>Aspects of change in national life</i>
- Knows that changes occur over time and to consider specific changes within a historical context. - Understands that objects and events in history reflect the era in which they were made/occurred - Recalls specific dates and individuals associated with an historical era - Knows that a primary source of information was	Key Knowledge	- To know the personal historical events of your own life - To know similarities and differences of ways of life for their parents and grandparents. - Recognise different homes, rooms and household objects from the past. - Learn about household objects (using artefacts and images) used in the past, sorting them into 'then' and 'now'. - Know some of the ways in which fashion, transport and technology has changed since their parents or grandparents were alive.	- Toys have changed over time, some are from the past, and some are from the present day. Toys have been around for a very long time. - Historically, toys were made of wood and metal. Plastic had not been invented yet. In the present day, many toys are made of plastic. This is because it is usually safer and easier to make things with. - In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move. - In the Victorian age, the toys rich children and poor children played with were different. - Now we have electricity - many modern toys are electrical and can move when you turn them on.	- Grafton School was built in 1879 during the Victorian era when education became available to all. It was originally a boarding school called Bowman's Place Boarding School. Boys and girls were taught separately and there is evidence of this in the building. - Dick Whittington turned again at Highgate Hill after hearing the Bow bells tell him that he would be mayor one day. The Whittington Stone and statue of his cat mark the point where this happened. - The Whittington Hospital and Whittington Park are named after him. - Dick Whittington became mayor of the city of London.

created at the time of the study			• New toys will be made in the future.	• Dick Whittington began his life as a poor person from the countryside and became a rich and powerful person, who lived in the city. • There are lots of seaside resorts in the UK that have been popular for many years. • In Victorian times, people would travel to the seaside to enjoy activities, such as a puppet show, walk along the promenade or go sea bathing. • In the past, beaches were much cleaner because there was less litter. • The coastline around the UK is where you can find seaside resorts. • Nowadays, seaside towns have lots of attractions for tourists, as well as plenty of restaurants and cafes for them to visit.
• Can order historical artefacts and key events chronologically • Can illicit information and draw conclusions from primary sources of history. • Can articulate historical understanding verbally and through writing.	Key skills	• Develop knowledge of chronology by ordering events - making a timeline. • Deduce information from historical sources, particularly in relation to chronology. • Relate key events and happenings to a historical context • Speak about objects or artefacts that belonged to their parents and grandparents. • Sort household objects, (artefacts and images) from the past and present day, and to identify similarities and differences	• Describe the characteristics of old toys. • Begin to distinguish between the past in living memory and beyond when putting toys in chronological order and when discussing toys of parents and grandparents. • Put up to 3 objects in chronological order. • Speak about toys that belonged to their parents and grandparents. • If available, use real historical toys to compare the properties of old and new toys.	• Describe what it was like to go to the seaside in the UK in the past • Comment on what the similarities and differences are between the seaside now and then, and give reasons for this. • Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources (e.g. artefacts, photographs, text). • Use what we have learned to make deductions and inferences about life long ago

• Can compare related historical and modern objects and consider the influence of an historic event or change in history • Can use a wide vocabulary of everyday historical terms • Can ask and answer valid questions about the past			• Make comparisons between the past and the present • Identify old toys and new toys, and to explain some similarities and differences. • Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources. • Begin to develop awareness of primary sources. • Begin to understand that some changes, such as those to toys, have come about because of new technology and also a change in basic requirements • Use what we have learned to make deductions and inferences about life long ago • Use technical historical vocabulary to speak about the past	• Use technical historical vocabulary to speak about the past
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Year 2

	Term	Autumn	Spring	Summer
Key Stage 1 End Points	Topic NC links	GREAT FIRE OF LONDON What made the Great Fire of London so great? <i>Events beyond living memory that are significant nationally</i>	TWO QUEENS Who's the best queen? NURSES How did Mary Seacole, Florence Nightingale and Edith Cavell improve nursing? <i>Lives of significant individuals in the past who have contributed to national and international achievements</i>	

• Knows that changes occur over time and to consider specific changes within a historical context. • Understands that objects and events in history reflect the era in which they were made/occurred • Recalls specific dates and individuals associated with an historical era • Knows that a primary source of information was created at the time of the study	Key Knowledge	• Where the Great Fire of London started (Pudding Lane, Thomas Farriner's Bakery) • Which historical figures were involved and the evidence they provided e.g., Samuel Pepys, Thomas Farriner, Sir Christopher Wren, King Charles • The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) • Reasons why the fire spread so quickly (houses made of wood and straw; close together, dry summer, strong winds). • How current technology and resources would prevent this in a modern context. • Key historical facts and dates (2nd September 1666 and lasted for five days) • Samuel Pepys' Diary is a 'primary source'.	• A monarch is a king or a queen. • To know some of the qualities to be a good monarch. • The power of a monarch in Britain has changed over time. • Parliament is where politicians meet to decide laws. • The line of succession is the order in which a monarch's family will take over the throne. • Know some of the differences between the lives of Elizabeth I and Elizabeth II (when they became queen, length of reign, changes in the country during their reign) • Florence Nightingale is a famous British nurse who lived from 1820-1910. • Florence Nightingale began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there. • Nightingale helped to make hospitals more sanitary places and is considered the founder of modern nursing (Much of what we know about clean, organised hospital conditions today is thanks to Florence's hard work and research) • During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets. • Florence Nightingale influenced modern nursing and training in the medical profession. • Hospitals at that time were very basic and the soldiers were not given good food and medicine to help them get better. • More men died from disease than from their injuries. • Women were not highly regarded in the medical profession at the time and this has changed over time. • Mary Seacole was born in 1805 in Jamaica to a Scottish soldier and a Jamaican nurse and healer. • Mary Seacole learnt about traditional Jamaican treatments and remedies from her mother and from army doctors staying at the boarding house. • Mary wanted to join the nurses treating the British soldiers injured in the Crimean war but the British Government refused.	
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			Undeterred, she paid for herself to go and opened a "British Hotel" near to the battlefields with her loyal friend Thomas. • Mary was known amongst the soldiers as 'Mother Seacole' owing to her bravery.	
• Can order historical artefacts and key events chronologically • Can illicit information and draw conclusions from primary sources of history. • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern objects and consider the influence of an historic event or change in history • Can use a wide vocabulary of everyday historical terms • Can ask and answer valid questions about the past	Key skills	• Learn explicitly about primary sources when studying Samuel Pepys' Diary • Put historical events in chronological order • Use secondary sources to find historical information • Use writing skills to write factually and accurately about a key historical event. • Research using historical sources • Order events of the fire chronologically	• Compare the lives and achievements of Queen Elizabeth and Queen Elizabeth II, and beginning to comparing the role of monarch now and then. • Begin to make judgements of significance (importance) of monarchs and gives reasons for their responses. • Compare present day nursing with nursing from the past • Compare standards of hygiene in hospitals between the past and present • Use primary and secondary sources to find out about the lives of Florence Nightingale, Mary Seacole • Order events chronologically • Use and interpret a timeline with greater accuracy • Comment on the legacies of significant people in history and record key understanding • Make comparison of nurses across time - how has it changed between now and then?	

Year 3

	Term	Autumn	Spring	Summer
Year 3 and 4 End Points	Topic NC links	STONE AGE TO IRON AGE How did Britain change from the Stone Age to the Iron Age? <i>Changes in Britain from the Stone Age to the Iron Age</i>	ROMANS What happened when the Romans came?	

			<i>The Roman Empire and its impact on Britain</i>	
Y3 and 4 Knowledge End Points: • Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history • Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. • Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future. • Draws from historical sources and relevant information to make connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.	Key Knowledge	• The Stone age was a prehistoric era which occurred before the eras previously studied. Time can be divided into BC and AD / BCE and CE. It was called the Stone Age because it was dominated by stone tools. It consisted of three different periods called Palaeolithic, Mesolithic and Neolithic. It lasted from 2.5 million years ago to approximately 5 million years ago. • Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming. • Know that artefacts (which are primary sources) are predominantly used when studying pre-historic periods and that Historians infer and use context to understand how people lived. • Know some of the achievements of stone-age Britons (settlements - Skara Brae), Stonehenge, Cave Art, Religion, and the impact of farming on culture • The way people lived (homes, diet) was influenced by natural materials. • The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (E.g. simple boats). • In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership. What people did to make a living changed. • Know about Iron Age hill forts • Know where the Celts originated from and about their culture	• To know about the concept of Empire and its definition • The Roman invasion of Britain marks the end of the Iron Age. • To know about the geographical breadth of the Roman Empire • Understand why the Romans invaded Britain • Know about the military effectiveness, equipment and tactics of the Romans • The Roman invasion was resisted by the Celts - e.g., Boudicca • Understand the legacy of the Romans in Britain and how it has influenced the modern day - towns, roads, plants, animals, food, language and this has had an impact on the past, sorting them into 'then' and 'now'.	

Y3 and 4 Skills End Points: • Can sequence key events from a significant era, showing chronological understanding of this era in relation to others. • Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms • Can use a range of sources and understands how knowledge of the past has been constructed • Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era • Makes connections between different eras in history and between the past and present, using historical terms	Key skills	• Ask questions about the past that can be investigated. • Demonstrate an understanding of chronology and where the Stone Age to The Romans fits. • Use a range of sources to carry out research. • Used primary and secondary sources to suggest what the past might have been like. • Use historical vocabulary to describe the periods. • Identify and describe reasons for and results of changes in the periods. • Identify how natural materials available influenced changes. • Compare life in different time periods (e.g. stone age and modern man).	• Compare Iron Age Britain to Roman Britain and the changes over time, following class discussion. • Research Roman life and armies - using primary and secondary sources, as well as cross-curricular approach • Undertake critical thinking by asking questions about a historical era and making and conveying value judgements. • Comparative thinking: relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference. • Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. • Develop understanding of how our knowledge of the past is constructed from a range of sources. • Sequence key events from Roman History and begin to relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History.	
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Year 4				
	Term	Autumn	Spring	Summer

Year 3 and 4 End Points	Topic NC links		ANCIENT GREECE What did the Ancient Greeks do for us? <i>Ancient Greece - a study of Greek life and achievements and their influence on the western world</i> ANGLO SAXONS AND SCOTS Were the Anglo Saxons bad for Britain? <i>Britain's settlement by Anglo-Saxons and Scots</i>	VIKINGS AND ANGLO SAXONS Vikings: raiders or traders? <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>
Y3 and 4 Knowledge End Points: • Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history • Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. • Makes connections between historical settings and contexts and to know how significant events within the eras studied had an	Key Knowledge		• Ancient Greece had a warm, dry climate, as it does today. • Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta. • In Athens, Greek styles of art, architecture, philosophy and theatre were developed. • Athens had a democratic government - people who lived there made decisions by voting (compare to Roman) • In Sparta, there was a strong emphasis on military warfare. • In 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (Greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them. • Alexander the Great (of Macedon) used invasion to conquer create an empire that covered 3000 miles from 336BC to 323BC • The first Olympic games were held in 776 in the city-state Olympia. • The Greeks used different kinds of columns in the stone buildings they made - Doric, Ionic and Corinthian. • Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. • Some of our alphabet came from the one that the Ancient Greeks used.	• The Viking age in European history was from about AD700 to 1100. • During this period many Vikings left Scandinavia and travelled by longboat to other countries, like Britain and Ireland. When the people of Britain first saw the Viking longboats, they came down to the shore to welcome them. • However, the Vikings fought the local people, stealing from churches and burning buildings to the ground. • The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. • Not all the Vikings were bloodthirsty warriors. There were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooden carvings. • Everyone lived together in a large home called a longhouse. • The Vikings also brought with them their way of life and beliefs. The Norse people worshipped many

impact on the future. • Draws from historical sources and relevant information to make connections between the past and is able to state aspects of the past, from the periods studied, that are relatable to the present day.			• Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC. • The Ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) • Know that, on face value, neither Primary or secondary sources are 'better' or more reliable than the other. Each source has its own context that must be considered. • By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions. Irish Scots invaded Scotland. The Picts and Scots were a constant threat to Britain especially without the Romans for support. • The Picts and Scots were powerful fighters so the British king asked his two brothers to come over from modern day Denmark to help keep the Picts and Scots out. Hengest and Horsa were happy to help and successfully avoided any invasions. • The early Anglo Saxons were Pagans. They would worship gods during festivals and make sacrifices of objects and animals. They were also very superstitious and believed in good and bad omens, lucky charms, spells and magic. They would perform many rituals that they believed would protect them in this life and the next. • In 597 AD, a Roman monk was sent to tell the Anglo Saxons about Christianity. • The King of Kent was the first to be converted and was baptised along with 10,000 of his subjects • Over the next 100 years, the rest of Britain converted to Christianity too. • By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions. Irish Scots invaded Scotland. The Picts and Scots were a constant threat to Britain especially without the Romans for support.	gods and loved to tell stories of magic and monsters. • The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms. • When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings. • Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best-known Anglo-Saxon king and the first to defeat the Vikings in battle.
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			• Hengest and Horsa brought over more warriors and began to settle in Britain, pushing the British out. Other tribes also invaded Britain including the Angles and Saxons, known as the Anglo-Saxons. In about 600 AD, many of the British people were taken as slaves or were forced to escape. • Britain is a nation that has been invaded and conquered many times throughout its history.	
Y3 and 4 Knowledge End Points: • Can sequence key events from a significant era, showing chronological understanding of this era in relation to others. • Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms • Can use a range of sources and understands how knowledge of the past has been constructed	Key skills		• Use primary and secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g. democracy), and link aspects of life from Athens and Sparta (competitive sport, culture etc.) to modern life in Britain. Deepen this understanding by devising historically valid questions. • Use a range of sources to be able to convey, what life was like for a hoplite (foot) soldier, through discussion and then in writing. • Note connections and contrasts between religions and knowledge of who the Ancient Greeks worshiped, supported by own research and enquiry. • Gather, record and present key information from Ancient Greek life at home. Pupils will draw on their skills from previous years to create hypotheses of what life was like for people (in Athens and Sparta) using their research skills to develop and explore their reasoning. • Place the area of study on a timeline relative to other periods studied at Grafton School. • Compare the modern and ancient Olympics • Locate and place the Anglo Saxon timeline alongside other significant eras on a timeline. • Sequence events in the history of England following on from the Roman retreat, to demonstrate how government has changed over time.	• Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life. • Address and devise historically valid questions prompted from the handing of artefacts.

• Devises questions which demonstrate critical thinking and enable a secure and a wider understanding of the era • Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy.			• Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources. • Explain and evaluate the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources. • Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence. • Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence	
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Year 5

	Term	Autumn	Spring	Summer
Key Stage 2 End Points	Topic NC links	TUDORS AND ELIZABETHANS The Elizabethans: All banquets and fun? <i>Study of an aspect in British history that extends chronological knowledge beyond 1066</i> Who was the most significant British monarch?		THE MAYA Why do we study the Maya? <i>Non-European society that provides contrasts with British history AD 900</i>

Y5 and 6 Knowledge End Points: • Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across the periods studied. • Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately • Understands how to evaluate and use a range of sources to develop and deepen knowledge • Can state specific aspects of the legacy of ancient civilisations and relates their	Key Knowledge	• Know the monarchs of the Tudor era and how they are related to each other • Know how the Tudor and specifically the Elizabethan era fit into the timeline of other eras they have studied at Grafton • Know some of the ways in which the Tudors and the Vikings differ or are similar. • Henry Tudor was the first Tudor king to reign over England after defeating Richard III in the Battle of Bosworth Field. • Know the wives of Henry VIII, his children and what happened to each wife • Know some of the reasons why Henry VIII forms the Church of England. • Tudor clothing was lavish. Wealthy Tudors' clothes would be decorated with clothes and jewels Middle class Tudors' clothes were much plainer and poor Tudors would wear simple, loose fitting clothes. • Tudor houses were constructed with a framework of wooden beams with wattle and daub attached between the frames. This was then painted white, lending the homes of the period a distinctive black and white style. • Windows were a sign of wealth. In poor houses, windows were made out of animal's horns or paper. • Poor Tudor people would have a diet rich in vegetables and fruit; rich people would eat more meat, fish, eggs, cheese. Henry VIII often ate swan and seagull. • Water was not used as a drink as it was thought to be unsafe. People, including children, would drink weak ale instead. • The Spanish Armada is a fleet of ships, sent by Phillip II of Spain to attack England. Phillip II was Mary I's widower. • England and Spain were at odds with each other due to religious reasons and England had helped rebels	• The Maya were a civilisation who lived in Mesoamerica (now Central America - South-East Mexico, Guatemala, El Salvador, Belize) between approx. 2000BC and 900CE • Know the features of Ancient Mayan cities - cemetery, ball court, acropolis, temples, markets etc • Learn about the hierarchy of Mayan Society (farmers, slaves, nobility) • Use historical sources to learn about daily life of Mayan people of different social classes • Know where the Mayan civilisation fits on a timeline relative to other eras studied at Grafton. • Know about the Mayan religion, gods, rituals and belief • Know about Mayan inventions and discoveries (number system, calendar, medicine, irrigation and drainage, step farming, legal system, hunting tools, writing through hieroglyphs, chocolate, ball games) • Know about the food the ancient Mayans ate and its religious and cultural significance • Know different theories about the mysterious decline of the Maya • Know that approx. 40% of modern-day Guatemalans are descended from the Maya and that some people still take part in Mayan rituals. • Explore the legacy of the Maya
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historical understanding to geographical locations and their significant geographical features. • Demonstrates understanding of the experiences of groups and individuals from within an historical society, following the effective use of historical sources and information.		attack Spanish treasure fleets. The Armada was defeated by the English navy, led by Francis Drake. • William Shakespeare was a famous poet, playwright and actor of the Tudor times. • A royal progress was when a king or queen would travel around the country, staying at the houses of wealthy people and visiting their subjects. •		
Y5 and 6 Skills End Points: • Can order historical artefacts and key events chronologically. • Can illicit information and draw conclusions from primary sources of history • Can use secondary sources of history to find information to enhance knowledge and understanding	Key skills	• Place significant events of the period on a timeline • Place the era on a timeline in context of other eras previously studied at Grafton, and understanding the relatively brief period we are studying (compared to Stone Age/Ancient Greeks/Vikings etc.) • Choose reliable sources of factual evidence to describe a variety of aspects of past life (housing, clothes, culture, religion, societal structure, technology, rich and poor, significant people) • Understand how evidence is used to make historical claims and how this evidence may be biased or need corroborating • Use and interpret a wide variety of sources to find our information and begin to evaluate the quality of the source and the claims it makes and understand that different sources may make different claims and begin to look into why this may be so		• Use a range of historical sources to deduce information about the Maya • Compare and contrast the Mayan Civilisation compared to other civilisations studied at Grafton School (government, slavery, religion, empire, invasion - as well as comparing it to the present day • Consider where evidence we have of the Mayans comes from and how open they are to interpretation • Locate and place the Mayan civilisation on a timeline alongside other eras studied at Grafton • Describe similarities and differences between some people, events and objects (artefacts) studied at Grafton.

of an historical era. • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern objects and consider the effect, or change, caused by an historic event. • Can make explicit comparisons between different eras in history and between the past and present		• Understand why some events are considered as significant and learn when they were and why they are considered to be significant • Use a variety of sources to conduct a depth study of this period, comparing different time periods to one another, especially comparing this time period to our own (e.g. government and power of monarch) • Consider the cultural, economic, military, political, religious and social history of this time period and consider similarities and differences from different time periods studied already • Make judgements on significance of monarchs based on impact they had on Britain and the wider world • Understand some of the changes and consequences of change which occurred in Britain since 1066.		
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Year 6

	Term	Autumn	Spring	Summer
Year 5 and 6 End Points	Topic <i>NC links</i>	WW2 IN LONDON How did World War II impact life in London? <i>Local history study</i>	ANCIENT EGYPT Why did the civilisation of Ancient Egypt last for 3.000 years? <i>Depth study of an ancient civilisation</i>	ANCIENT CIVILISATIONS Which ancient civilisation was the most successful? <i>Overview of where and when the first civilizations appeared</i>
Y5 and 6 Knowledge End Points: • Demonstrates chronologically secure knowledge and understanding of British, local and world history, with clear narratives within and across	Key Knowledge	• WWII is an aspect of 'Modern History' compared to historical eras previously studied at Grafton. • Know about the British Empire • Germany invaded Poland September 1, 1939. • Know about the causes of WW2 • Britain and France declared war on Germany (start of WW2) on September 3, 1939. • Rationing was introduced across the UK in January 1940. • Dunkirk was evacuated and France surrendered to Germany (May - June	• Know where the Ancient Egyptian era lies on a timeline relative to other historical periods previously learned at Grafton. • Know technical vocab related to the Ancient Egyptians (canopic jars, papyrus, hieroglyph, pharaoh, pyramid, mummification) • The Ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC	• Know what else was happening in the world at the time of the Ancient Egyptians. • Know that there was more to human development than the achievements of a single culture. • Ancient Sumer has been called 'the cradle of civilisation'. It developed around the Tigris and Euphrates rivers which are in modern Iraq from 3200 BC until it became part of the Babylonian Empire in 1792 BC. Sumer was associated with the development

the periods studied. • Makes connections between historical eras, as well as between the past and the present, recognising contrasts and trends over time and using historical terms accurately • Understands how to evaluate and use a range of sources to develop and deepen knowledge • Can state specific aspects of the legacy of ancient civilisations and relates their historical understanding to geographical locations and their significant geographical features. • Demonstrates understanding of the experiences of groups and individuals from within an historical		1940). Germany used blitzkrieg to take over much of western Europe. • Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance. • The Battle of Britain was a turning point in British History • Dunkirk was proclaimed as a victory for both the Allies and the Axis • The Japanese attacked the US navy in Pearl Harbour (December 7th 1941). The next day the USA enters the war fighting with the allies. • D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44). • Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day. • The war ends on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki. • Neville Chamberlain was UK Prime Minister from 1937-1940. • Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55). • Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45. • To know specific locations in the immediate and wider locality that were affected by bomb damage and	• Egypt is in North Africa and that 90% is a desert area. • The Ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. • The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops. • Ancient Egyptians used hieroglyphics to communicate - It was decoded by the discovery of the Rosetta Stone • The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. • A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. • Ancient Egyptians worshipped gods and believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars' • Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed • Know about Egyptian religion (including gods) and the belief in the afterlife • Know about social structure and hierarchy in Ancient Egypt	of the first cities, writing and the wheel. • The Indus Valley Civilisation emerged from about 2600 BC beside a river which flows through modern Pakistan and began to decline in about 1900 BC. It was also associated with towns, trade, early drainage systems and rich remains including early writing • Ancient Egypt evolved around the River Nile from about 3150 BC and ultimately declined as an individual culture in the reign of Cleopatra in 30 BC, becoming part of the Roman Empire. It is often associated with writing, trade and the pyramids. • The Shang Dynasty developed around the Yellow River in China from about 1760-1046 BC and is associated with the development of writing, the calendar, chariots, large underground tombs, bronze bowls and weapons. • Know some of the similarities between these civilisations (e.g. all of these civilisations emerged by rivers in warmer parts of the world and were supported by agricultural communities, they all had a clear social structure, a belief in the afterlife as well as innovations which have had a long-lasting legacy). • Know where and when these civilisations took place and how they fit into other eras studied at Grafton.
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society, following the effective use of historical sources and information.		relate these to old maps to compare and contrast (analyse street maps and bomb maps). Whittington Park exists as a result of the bombing. • To know and explain how and why the local area was targeted (railway - Holloway Road). • Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis (she wrote a famous diary of her experiences). • To gain knowledge of the experiences of children during the war and know that many children from London were evacuated. • 90% of all able-bodied single women between the ages of 18 and 40 were engaged in some form of work or National Service by September 1943	• Know about daily life in Ancient Egypt and compare to other lives of people from other periods studied • Know that Egypt had an empire for a period of time • Know about the fall and legacy of Ancient Egypt	https://www.history.org.uk/primary/resource/9681/scheme-of-work-comparing-ancient-civilisations
Y5 and 6 Skills End Points: • Can order historical artefacts and key events chronologically. • Can illicit information and draw conclusions from primary sources of history • Can use secondary sources of history to find information to	Key skills	• Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees. • Using primary sources and secondary sources film clips and interviews of people involved in WW2. • Discuss the sequence of events leading up to the beginning of WW2. Use knowledge of alliances and government pressures to discuss their views and opinions. (Use their timelines as secondary sources) When appropriate, make connections with past and current affairs and happenings in the world today.	• Describe the main changes in a period in history (using words such as 'social', 'religious', 'political', 'technological' and 'cultural'. • Use and create time lines with the following key periods as reference points for my descriptions of the past: Before Christ or BCE (Ancient Civilizations such as Ancient Greeks and Egyptians or Maya etc.) AD or CE Romans (AD 43), Anglo-Saxons, Tudors (AD 1485) Stuarts (AD 1603), Georgians (AD 1714), Victorians (AD 1837), Today (AD 1939...). • Choose reliable sources of factual evidence to describe a variety of	• Use time-lines to relate a civilisation to its spatial and chronological context. • Compare the location and basic characteristics of the Ancient Egypt with the other three civilisations. Compare these civilisations with the Romans and Greeks. • Make meaningful comparisons between the chosen depth civilisation and what was happening elsewhere • Relate the depth civilisation to its 'bigger picture'. Make judgements on the relative significance of the era

enhance knowledge and understanding of an historical era. • Can articulate historical understanding verbally and through writing. • Can compare related historical and modern objects and consider the effect or change caused by an historic event. • Can make explicit comparisons between different eras in history and between the past and present	• Write a letter of diary entry from the point of view of someone in WW2, drawing on their local knowledge and how local areas have been affected, demonstrating empathy for others. • Deepen understanding of historical sources by examining Churchill and Hitler's' speeches after Dunkirk - understand the role of propaganda and how it adds context to historical sources • Debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis. • Use primary (videos of the time, Anne Frank's diary) and secondary sources (pictures and diagrams of objects and things used in WW2 e.g. ration poster, shelter design) of history to gain the knowledge of the experiences of children living in London during the war (evacuees). • Make explicit links to examples of empire from this period to other periods studied at Grafton. • Give examples of how WW2 impacted life in London for a variety of people. • Understand how evidence is used to make historical claims and how this evidence may be biased or need corroborating • Recognise how some of the impact and changes caused by WW2 are still felt and seen today.	aspects of past life (housing, clothes, culture, religion, societal structure, technology, rich and poor, significant people) • Explain a significant event from the past that I have studied and place it in the right place on a time line. • Give my own reasons why changes may have occurred, backed up by evidence I have researched. • Describe similarities and differences between some people, events and objects (artefacts) I have studied. • Find out and draw conclusions about Egyptian life by looking at artefacts. • Use different resources, including keys, and knowledge of other languages to decode hieroglyphics into English. • Use primary and secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and subsequent events. • Compare different models of government from periods studied • Use dates and terms accurately. • Explain the concept of empire and understand that there have been different empires over time.	
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