

EYFS

History units and National Curriculum statements covered

Transport

DM statement: Know some similarities and differences from things in the past and now, drawing on their experiences and what has been read in class

All about me?

DM objective: Understand the past through settings, characters and events encounter in books, read in books and story telling

Little Chestnuts

DM: Begin to make sense of their own life story and family history

Key Learning Statements

Little Chestnuts

Begin to make sense of their own life story and family history

Reception - Transport - What does change look like?

Transport has changed from a long time ago to now

A long time ago trains were powered by steam now they are powered by electric or diesel

Reception - All about me - Who am I?

Things were different a long time ago. Things change over time.

I have grown and changed a lot since I was born. I can do many more things such as walk, talk and eat solid food.

Year One
History units and National Curriculum statements covered

Toys

NC objective: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Brunel

NC objective: About the lives of significant individuals in the past who have contributed to national and international achievements –

Key Learning Statements

Brunel - Who Am I?

- 1) Brunel was a man who lived in the past. He was an engineer. An engineer is someone who builds and designs different types of buildings and structures.
- 2) Brunel was born 1806 which is in the distant past. Today, I am in Year 1. I was born in 2019. Brunel lived 204 years ago. **(Change the date for each year and the time gap)**
- 3) Brunel designed and built bridges, tunnels and ships. One of his most famous ships was the 'SS Great Britain'.
- 4) Brunel's inventions changed and improved travel in England.

Toys – What does change look like

- 1) A toy is something that you play with.
- 2) We can learn about the past using a real object.
- 3) Toys in the past were often made from metal and wood. Toys today are made from plastic and can include electronics.
- 4) Toys can be put in order from: toys today, toys from the near past and toys from the distant past.
- 5) In the past boys and girls played with different toys based on gender.

Year Two

History units and National Curriculum statements covered

Great Fire Of London (GFOL)

NC objective: "Events beyond living memory that are significant nationally or globally"

Edward Wilson

NC objective: "Significant historical events, people and places in their own locality"

Key Learning Statements

Edward Wilson - **Who Am I?**

- 1) Edward Wilson lived in the local area and the world he lived in looked different from today.
- 2) Edward Wilson was an explorer who travelled to Antarctica because few people had been there before.
- 3) To have a successful expedition you need a wide variety of equipment.
- 4) Edward Wilson, and his team, were the first British explorers to reach the South Pole. Edward Wilson became famous because of his adventures.
- 5) Going on an expedition was/is dangerous and people can die.
- 6) Edward Wilson had an exciting life and wasn't just an explorer. He had lots of different jobs that helped him prepare to be a great explorer.

Great Fire of London - **What does change look like**

- 1) The GFOL happened in 1666 which is more than 200 years before Edward Wilson was born.
- 2) The GFOL started in a bakery in London and took five days to be controlled. Over 13,000 houses were damaged or destroyed.
- 3) The GFOL spread quickly due to the wooden houses, weather and an underprepared fire service.
- 4) Samuel Pepys' was alive during the GFOL. He kept a diary which helps us understand the GFOL. This diary is a primary source.
- 5) Large parts of London needed to be rebuilt and redesigned because of the GFOL.

Year Three
History units and National Curriculum statements covered

Stone Age

NC objective: "Changes in Britain from the Stone Age to the Iron Age"

Romans

NC objective : " The Roman Empire and its impact on Britain" (Romanisation' of Britain)

Key Learning Statements

Stone Age - Who's in charge?

- 1) The "Stone Age" begins 2 and ½ million years ago when the first early humans started to use stone tools.
- 2) Hunter-gatherers moved from nomadic life to settling in farming communities.
- 3) There were different jobs in a stone age settlement allocated according to skills. Some of the jobs were skinning animals, making tools and hunting.
- 4) During the Stone Age, the first examples of societies began. Often these were led by the strongest. This is different from societies today.
- 5) The discovery of metal enabled communities to make better tools and weapons that changed the way they lived. This discovery ended the stone age.

Romans – What does change look like

- 1) The Romans had better weapons and were more organised, compared to the celts who were in Britain. This made it easier for them to conquer Britain.
- 2) Farming settlements changed after the arrival of the Romans to include features like shops, baths, temples and barracks.
- 3) The Romans introduced major improvements to Britain. Two good examples of this are sanitation and medicine.
- 4) The Romans and Britons believed in lots of gods. When the Romans conquered Britain, they brought their religious beliefs with them. Over time, Roman and Briton beliefs became similar.
- 5) The Roman conquest of Britain began in 43 AD and they stayed for around 400 years. During this time, a major British revolt happened, led by Boudica.
- 6) Roman armies needed roads and infrastructure in order to maintain communication, supplies and an efficient army.

Year Four
History units and National Curriculum statements covered

Saxons

NC objective: "Anglo-Saxon invasions, settlements and kingdoms: place names and village life"

Vikings

NC objective: "resistance by Alfred the Great and Viking raids and invasion"

Greeks

NC objective "A study of Greek life and achievements and their influence on the western world."

Key Learning Statements

Saxons – What does change look like

- 1) Saxon England began in 410AD when Romans stopped ruling Britain and ended in 1066AD at the Battle of Hastings.
- 2) The major Saxon Kingdoms were Wessex and Mercia. There were five others. They formed kingdoms across Britain because the departure of the Romans left no single ruler of the country.
- 3) Tewkesbury and Cheltenham were named by the Saxons. They gained their name from the environment around them. Many other British towns and cities were renamed by the Saxons.
- 4) Saxons were not as advanced as the Romans and lived in tribal villages similar to how the Celts lived.
- 5) Raid means to steal and leave. Invade means to take over and stay and settle means permanently move with family. The Saxons did all three of these because Britain was rich and fertile.
- 6) Saxons were pagans. This means they had many Gods which were linked to nature. Religion was a very important part of Saxon Life.

Vikings - What does change look like

- 1) Vikings came from Sweden, Denmark and Norway. They travelled on advanced ships called Long Ships.
- 2) Saxons and Vikings have similar fashion, religion and life styles. Two of the major ways they were different was that the Vikings were better warriors and sailors.
- 3) The Vikings raided, invaded and settled in Saxon Britain because Britain was weakly defended. Lots of Britain's Wealth was near rivers which meant it was easy for Vikings to raid using their Long Ships.
- 4) A lot of our knowledge about the Vikings come from Christian Monks. As historians, we must consider how biased these writings are as a source as Monks didn't like the Vikings.
- 5) The Saxon victory at the battle of Edington stopped the Vikings from conquering Britain.
- 6) Alfred enabled peace between Saxons and Vikings by agreeing to share Britain. However, he had a big idea which was the formation of a united Britain named England.

Greeks - Who's in charge?

- 1) Greek society began around 1000BC and ended around 100BC. It ended due to Roman conquest.
- 2) Ancient Greece had a strict hierarchy. Male politicians were the most powerful, followed by male soldiers and other free men. Women and foreigners had fewer rights, whilst slaves had no rights.
- 3) Ancient Athens is the first example of democracy being used in Europe. It shares similarities to how governments run countries today.
- 4) Aristotle was a famous philosopher, who used logic to solve problems. We use logic today to solve problems.
- 5) Ancient Greece has a lasting impact on our society today. Some of the best-known examples are: medicine, libraries and the Olympics.
- 6) Ancient myths and legends were important ways of sharing stories in Ancient Greece. Many of these stories are adapted in the modern world. For example: Percy Jackson books.

Year Five
History units and National Curriculum statements covered

Maya

NC objective :“ A non-European society that provides contrasts with British history - a study of Mayan civilization c. AD 900”

Sudeley Castle

NC objective: “A study over time tracing how several aspects of national history are reflected in the locality”

Key Learning Statements

Maya - Who's in charge?

- 1) The Maya civilisation began around 2000BC and lasted until around 1500AD. Maya civilisation was located in central America.
- 2) Maya society had a polytheistic religion. This meant they had lots of gods. This is similar to European pagan religions of the ancient world but very different to Christianity.
- 3) Maya society included serfs and slaves, merchants and artisans, nobles, priests and a royal family. The most important person was the king who was also the high priest.
- 4) Typical Maya jobs were pastoral. The Maya were the first people to grow the cocoa plant for food. Typical Maya dress was colourful and made of woven cotton. Maya houses were made from wood.
- 5) Pakal the Great was one of the most famous Maya rulers. He ruled for 68 years and made improvements to religious buildings.
- 6) Maya invented their own accurate number system, calendar system and used 'glyphs' for writing. This was very advanced for the time they lived in.

Sudeley Castle – What does change look like?

- 1) Sudeley Castle is a local historical location which has had many uses since it was built in 1442.
- 2) At the start of Tudor period, in the 15th century, Sudeley Castle was used as a military base before The Battle of Tewkesbury.
- 3) Katherine Parr was the last queen of Henry VIII. She lived in Sudeley Castle after Henry VIII died in 1547. The castle transitioned to a stately home during this period.
- 4) During the English Civil War in the 17th century, Sudeley Castle was fought over and significantly damaged.
- 5) During the 20th century, Sudeley Castle was used as safehouse for artwork and a prisoner of war camp for German and Italian prisoners during World War Two.
- 6) Today, Sudeley Castle is currently owned by Lady Ashcombe and can be visited as a tourist attraction.

History units and National Curriculum statements covered

Ancient Egypt

NC objective: "the achievements of the earliest civilizations"

Battle of Britain

NC objective: "a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066" (Battle of Britain)

Key Learning Statements**Ancient Egypt - Who's in charge?**

- 1) Ancient Egypt started 5000 years ago and ended 2000 years ago. It ended due to military conquest by Alexander the Great. (3150bc to 332bc)
- 2) Ancient Egyptian daily life relied on the flooding and channelling of the River Nile.
- 3) Ancient Egyptian Society was hierarchical.
- 4) Ancient Egyptians believed in many different Gods. Pharaohs were seen as a link to the Gods and, therefore, deified.
- 5) The Pyramids were built by labourers and slaves and were tombs for Pharaohs.
- 6) Ancient Egyptians used paper, mathematics, writing, irrigation and quarrying.

Battle of Britain - What does change look like?

- 1) The key events that led to the Battle of Britain were: Adolf Hitler coming to power, the invasion of Poland, the fall of France and the Dunkirk evacuation.
- 2) Hitler wanted to destroy the RAF so he could control the skies over the English Channel and therefore invade Britain.
- 3) The key events of the Battle of Britain were Churchill's Speech, Battle of Britain Day, a change of tactics (the Blitz) and Operation Sea Lion being cancelled.
- 4) Hitler was bringing fascism to Europe, which would have had a negative impact on minorities and anyone who opposed fascist ideals.
- 5) The Battle of Britain was Hitler's first major setback. It ended his plans to invade Britain and gave the Allies hope that they could win the war.
- 6) The experiences of British and German pilots were completely different.

