



History at Aylward



Knowledge and Skills and Progression Map





Click on each tab to find the relevant information



[Intent, Implementation and Impact](#)

[Curriculum Map](#)

[Knowledge and Skills Progression by Year Group](#)





Intent, Implementation and Impact



Intent

To inspire curiosity in the past

To gain historical knowledge of Britain and the wider world

To gain a context for personal identity

To gain disciplinary knowledge of how historians study the past

To develop perspective

Implementation

We deliver engaging, enquiry-based lessons that inspire curiosity and encourage children to ask questions about people, events, and changes in the past.

We provide a broad and balanced historical knowledge base covering key periods in British history and significant events worldwide, helping children make connections and understand continuity and change over time.

We develop children's disciplinary skills by teaching them how historians investigate the past—through the use of sources, evidence evaluation, and understanding multiple perspectives—while fostering their awareness of personal and cultural identity.

Impact

Children will have developed a strong foundation in historical understanding and skills, beginning with curiosity about the past in EYFS and progressively building a deeper knowledge of Britain's history and the wider world.

Children will confidently use historical vocabulary, sequence events, and explore stories from personal, local, and national history.

Through enquiry-based learning, children will grow their ability to ask questions, investigate sources, and appreciate different perspectives. This journey fosters a sense of identity and helps children understand how the past shapes the present, preparing them to think critically and empathetically as young historians ready for secondary education and lifelong learning.



Curriculum map

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Nursery		Who is in my family?	Special memories		Changes over time	
Reception	Me and my Family	People who help us				Dinosaurs
Year 1	My Family within living memory	Toys through time				The King, Royal Family and Castles
Year 2	Florence Nightingale and Mary Seacole	The Great Fire of London		The Moon Landing		
Year 3		Local - Stanmore and London	Stone Age to Iron age		The Ancient Egyptians	
Year 4		The Ancient Greeks		The Ancient Romans/Celts	The Anglo Saxons and the Vikings	
Year 5	The Tudors		The Kingdom of Benin		The Elizabethans	
Year 6	World War Two					The Victorians





Knowledge and Skills progression

Click on each year group to see which units are covered in each term.



[Nursery](#)

[Reception](#)

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)





Nursery

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 2

Me and My
Family

Spring 2

Special
memories

Summer 2

Changes over
time



Nursery Autumn 2: Me and My Family

Intent

Who is in my family?

To recognise that they are a unique and special individual.
To talk about what makes them special and how they are similar to and different from others.

Key areas / Historical concept

- To talk about the people who are part of their family.
- To understand that they belong to a family and that families care for one another.
- To recognise that all families are different and that every family is special.
- To describe family members and talk about the roles they play in family life.

Historical and topic vocab

- Mum
- Dad
- Brother / Sister
- Aunt / Uncle
- Cousin/s
- Grandparents
- Relative

Suggestions for Implementation

- Sharing family pictures
- Talking about significant events, such as birthdays or religious observances
- Comparing pictures from first day in Nursery to a picture from when they were a toddler/baby
- Inviting family members in to share special memories

Enrichment opportunities

- Bring in baby pictures
- Family mystery readers
- Read stories
- Role play

Suggested questions to measure impact

- Who is in your family? What has changed?
- What makes you special?
- Tell me about someone who is special to you?

Historical Skills

- **S1** – recount changes in living memory
- **S2** – Remembers and talks about significant events in their own experience.
- **S2** – Recognises and describes special times or events for family or friends.
- **S4** – Children to talk about significant events in their life with confidence
- **S5**- Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family

Nursery Spring 2: Special memories

Intent

What special memories do I have?

To know that they are unique and have their own experiences and memories. To talk about special events they have experienced, such as birthdays, family celebrations, holidays, or achievements.

Key areas / Historical concept

- To recognise that memories can be from the recent past or from when they were younger.
- To talk about people who are important to them and who take part in their special memories.
- To compare past and present by looking at photographs of themselves as babies and now.
- To discuss how different families celebrate special occasions in different ways.
- To begin to use language associated with time and change.

Historical and topic vocab

- Past
- Before
- Remember
- Memory
- Celebration

Suggestions for Implementation

- What is your favourite memory?
- Who was with you during a special event?
- How do photographs help us remember things?
- Can you talk about something special that happened a long time ago?

Enrichment opportunities

- Bring in family photographs of special memories.
- Create a class memory box.
- Celebrate a variety of cultural and religious festivals.
- Invite family members to share memories or traditions.
- Create a "My Special Memory" show-and-tell session.

Suggested questions to measure impact

- Encourage children to talk about significant events in circle time.
- Compare baby photographs with current photographs to discuss change over time.
- Make memory books containing drawings and captions about special experiences.
- Provide opportunities for children to sequence events from a familiar celebration or experience.

Historical Skills

- **S1** - Talks about events from their own lives and experiences.
- **S2** - Remembers and describes significant events and celebrations.
- **S3** - Recognises that photographs and objects can help us learn about the past.
- **S4** - Identifies how they have changed since they were a baby.
- **S5** - Talks about similarities and differences between their own experiences and those of others.

Nursery Summer 2: Changes over time

Intent

How have I changed over time?

To know that they have changed and grown since they were a baby.

To talk about ways they are different now compared to when they were younger.

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Key areas / Historical concept

- To recognise that photographs and objects can help us learn about the past.
- To identify members of their family and discuss how families change over time.
- To talk about significant events in their lives, such as birthdays, celebrations, and starting Nursery.
- To use simple vocabulary related to the passing of time, such as baby, young, older, before, now, past, and present.
- To compare themselves at different ages, noticing similarities and differences.
- To recall and share special memories from their own lives and family experiences.

Historical and topic vocab

- Past
- Now
- Baby
- Toddler
- Child
- Grow
- Change

Suggestions for Implementation

- Compare baby photographs with current photographs and discuss changes.
- Create a class timeline from "When We Were Babies" to "Now".
- Use sequencing activities showing stages of growth from baby to child.
- Explore old and new toys, clothes and photographs.
- Discuss significant life events such as birthdays, holidays, family celebrations and starting Nursery.

Enrichment opportunities

- Baby photograph gallery
- Parent contributions of baby clothes, toys or keepsakes
- "Then and Now" family photo comparisons
- Memory box exploration
- Invite parents and grandparents in to share memories

Suggested questions to measure impact

- What can you do now that you could not do before?
- What has stayed the same?
- How have you changed since you started Nursery?
- What helps you remember things that happened in the past?

Historical Skills

- **S1** - Recalls and talks about events from their own past.
- **S2** - Uses photographs, stories and objects to find out about changes over time.
- **S3** - Recognises and describes ways they have changed since they were a baby.
- **S4** - Places familiar events in simple chronological order.
- **S5** - Identifies similarities and differences between themselves in the past and present.



Reception

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 1

[Me and My Family](#)

Autumn 2

[People Who Help Us](#)

Summer 2

[Dinosaurs](#)



Reception Autumn 1: Me and My Family

Prior learning

Nursery – Children explored their own key life experiences and those of their families. Children should be able to talk about and identify members of their family.

Intent

What makes me unique?

To understand that they are an individual with a family unit.

To be able to talk about significant events in their own life, drawing on past experiences that are special to them.

Key Knowledge

- To identify who they are and what makes them unique
- To know that they have a family unit that can/will change over time
- To name members of their family
- To develop an understanding that things change over time

Historical and topic vocab

- | | |
|-------------------|--------------------|
| - Baby | - Dad |
| - Toddler | - Brother / Sister |
| - Now | - Aunt / Uncle |
| - Before | - Cousin/s |
| - Older / Younger | - Grandparents |
| - Mum | - Relative |

Suggestions for Implementation

- Draw pictures of their family **S3**
- Partner work – ask and answer questions about their family **S2**
- Draw self-portraits **S4**
- Compare items that make them special, e.g. baby pictures, favourite toys, a memory of the past **S4 S1**
- Talk about people who look after us **S1 S5**

Enrichment opportunities

- Bring in baby pictures and pictures of their family
- Invite family members in to share their own experiences
- Explore simple family trees

Suggested questions to measure impact

- How has your family changed over time?
- What has changed about you since you were born?
- What makes your family unique? How is it similar / different?

Historical Skills

- | | |
|--|---|
| <ul style="list-style-type: none">• S1 – Recount changes within living memory• S2 - Identify some similarities and differences between now and the past• S2 – Answer basic questions about the past | <ul style="list-style-type: none">• S3 – Know that their own experiences differ to those of others• S4 – Talk, draw or write about aspects of the past• S5 - Identify some similarities and differences between ways of life in different periods. |
|--|---|

Reception Autumn 2: People Who Help Us

Prior learning

Nursery – Children talked about and identified members of their family, this may have included job roles.

Intent

Who helps us in our community?

Children should be able to recall different groups/individuals in the community that help them and talk about a time when someone helped them.

Key Knowledge

- To identify members of the community that help us
- To discuss how members of the community help others
- To identify and talk about a time when someone has helped them
- To explore the results of people helping us

Historical and topic vocab

- | | |
|------------------|----------------------|
| - Long ago | - Police |
| - Before / After | - Officer |
| - Old / New | - Vet |
| - Change | - Shop keeper |
| - Nurse | - Religious leaders |
| - Doctor | - Emergency services |
| - Dentist | |

Suggestions for Implementation

- Children to role play different community roles. **S4**
- Children could interview members of the community who help them. Or complete a Hot seating activity. **S2 S4**
- Matching Task, children match the member of the community to the work they do. **S5**

Enrichment opportunities

- Bring in baby pictures and pictures of their family
- Visit the fire station
- Welcome community helpers in to school, e.g. police, librarian and dentist

Suggested questions to measure impact

- Tell me about a time somebody has helped you and why?
- Can you tell me about these job roles by looking at the pictures?
- How do the police / dentists / nurses / fire fighters help?

Historical Skills

S2 – Identify some similarities and differences between now and the past
S2 – Answer basic questions about the past

S4 – Talk, draw or write about aspects of the past
S5 – Understand key features of events

Reception Summer 2: Dinosaurs

Prior learning

Nursery & Reception (Autumn 1 & 2) – The children will have begun to explore the concept of chronology through exploring their family e.g., parents & grandparents

Intent

How were dinosaurs different from animals today?

Children should begin to explore the concept of chronology through the study of Dinosaurs.

Key Knowledge

- To understand that things change over time.
- To understand that things happened a really long time ago
- To know that dinosaurs no longer exist
- To know what dinosaurs ate and where they lived

Historical and topic vocab

- | | |
|--------------------|--------------|
| - Long ago | - Fossil |
| - Past | - Carnivore |
| - Extinct | - Herbivore |
| - Old / New | - Omnivore |
| - Change | - Jurassic |
| - Same / Different | - Excavation |

Suggestions for Implementation

- Use of Venn diagrams to sort foods into herbivore and carnivore **S2**
- Use of role play – can they pretend to be a dinosaur and use vocabulary linked to time. **S4**
- Talk about similarities and differences between now and when Dinosaurs roamed the earth. **S2**

Enrichment opportunities

- Internal Dinosaur workshop
- Fossil digging

Suggested questions to measure impact

- Did all Dinosaurs eat the same food?
- When did Dinosaurs exist?
- What did Dinosaurs eat?
- How do we know about dinosaurs?

Historical Skills

S2 – Identify some similarities and differences between now and the past
S2 – Sort information using Venn Diagrams

S2 – Answer basic questions about the past
S4 – Talk, draw or write about aspects of the past



Year 1

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 1

[My family within living memory](#)

Autumn 2

[Toys through time](#)

Summer 2

[The Queen and the Royal Family](#)



Year 1 Autumn 1: My Family within living memory

Prior learning

Reception (Autumn 1 and Summer 1) - Children talk about past and present events in their own lives and in the lives of family members. Children explore how they have changed and grown over time.

Intent

How do we know how our lives have changed over time?

Children will be able to talk about their own family unit and past events, understanding what came first, next and last. To learn that some things happened before they were born, and some things happened after.

Key Knowledge

- To understand that families change over time.
- To identify who came before and after them in their family
- To talk about who they are as an individual
- To name members of their family
- To talk about an important event in a family members life
- To recall key events from their life e.g. First steps, first words, first birthday

Historical and topic vocab

- | | |
|---------------|-------------------|
| - Old | - Relatives |
| - New | - Siblings |
| - Changes | - Extended family |
| - Timeline | - Guardians |
| - Memories | - Community |
| - Family tree | |
| - Parents | |

Suggestions for Implementation

- Children could create a collage of key events within their life e.g., when they were born, first birthday, began to walk, started to talk **S1 S3**
- Children should sequence these events to create a 'My timeline' of significant events in their lives so far. **S1**
- Children to create a family tree (project opportunity) **S1**
- Children could answer simple questions based off of their family tree. **S2**
- Children could present their family tree to class or a small group. Can they talk about the different members of their family using the key vocabulary? **S1 S4**
- Children can describe differences between him or herself as a baby compared to now **S2**
- Sequence images of themselves as a baby, toddler & infant **S1**

Enrichment opportunities

- Bethnal Green Museum of Childhood
- Harrow Museum
- Victoria and Albert Museum

Suggested questions to measure impact

- When were you born? Who was born before you?
- What makes your family and life special?
- Can you name some family members who lived in the past?
- Tell me about a key event in your life?

Historical Skills

S1 - Place known events and objects in chronological order
S1 – Sequence events and recount changes within living memory
S2 - Find answers to some simple questions about the past from simple sources of information

S2 – Describe some similarities and differences between artefacts
S3 – Relate his/her own account of an event and understand that others may give a different version
S4 – Talk, draw or write about aspects of the past

Year 1 Autumn 2: Toys through time

Prior learning

Reception (Autumn 2) - Children compared their favourite toys and brought in special items to remember how they'd changed over time. E.g. 'I used to have a rattle, now my favourite toy is a doll'.

Intent

How different were toys during the Victorian Era?

For children to begin to draw comparisons with the past, through the study of Toys.

Key Knowledge

- To know that toys have existed for thousands of years
- To compare the materials that toys were made from in the past and the present
- To understand that toys from the past are different to toys today.
- To know how toys have changed over time.
- To talk about how and why toys have changed over time
- To explore the types of toys their grandparents would have played with
- To know the typical toys rich and poor Victorian children would have played with

Historical and topic vocab

- | | |
|-------------|-----------------|
| - Past | - Change |
| - Present | - Modern |
| - Artefact | - Plastic |
| - Source | - Wooden |
| - Timeline | - Victorian Era |
| - Similar | - Materials |
| - Different | - Technology |
| - Invention | |

Suggestions for Implementation

- Read Too many Toys by Heidi Dreedman 2015 Children can identify their favourite toy and explain why it is important to them. **S3**
- Guess what is in the Feely bag – children feel and describe an item. **S2**
- Sorting toys task e.g. by size, materials, washable, gender colour and feel. **S2**
- Which toy am I? Read out description of items using adjectives. **S2**
- Who plays with these toys? Pupils must match the toys to children of different ages **S1**
- Simple survey of grandparents' favourite toys - present graphically and discuss findings **S2**
- To encourage the idea of three generations, pupils are shown a wheeled toy being used today, in their parents' lifetime and in their grandparent's lifetime. Sequence and discuss the changes. **S1**
- Jumbled album. Display photos of toys from over 3 generations. Can the children put them back into the album in the right order, oldest first? **S2**
- Introduce sources - Photographs of children from the past **S2**
- Muddled Museum Creator - The curator from a local toy museum has just visited the school. Can the children help sort the toys into old and new? Can they add a caption? **S4 S2**
- Pupils set up a museum of toys **S4 S2**

Enrichment opportunities

- Bethnal Green Museum of Childhood
- Harrow Museum
- Victoria and Albert Museum

Historical Skills

S1 - Place known events and objects in chronological order

S1 – Sequence events and recount changes within living memory

S1 - Use common words and phrases relating to the passing of time

S2 – Describe some similarities and differences between artefacts

S2 – Sort artefacts from 'then' and 'now'

S2 – Ask and answer relevant basic questions about the past

S3 – Relate his/her own account of an event and understand that others may give a different version

S4 – Talk, draw or write about aspects of the past

Suggested questions to measure impact

- What did children play with in the past?
- Can you name and describe a modern toy / a toy from the past?
- How are toys we have now different to toys from the past?

Year 1 Summer 2: The King, Royal Family and Castles

Prior learning

Reception (Summer 1&2) - They know about similarities and differences between themselves and others, and among families, communities and traditions.

Intent

Who are the Royal family in England?

For children to begin to explore the history of the UK through the Royal family, making links to their own family.

Key Knowledge

- To know that England has been ruled by Kings and Queens for many years.
- To know who the current monarch is
- To name key monarchs who have ruled Britain in the past e.g., Queen Victoria
- To know the history of significant British landmarks in England
- To know the main members of the Royal family.
- To know the heir to the throne
- To know some of the royal residences
- To know what ‘trooping the colour’ is
- To know what a jubilee is

Historical and topic vocab

- | | |
|------------------|---------------------|
| - Heir | - Buckingham Palace |
| - Reign | - Commonwealth |
| - Throne | - Jubilee |
| - Monarch | |
| - Queen | |
| - King | |
| - Calendar | |
| - Chronology | |
| - Coronation | |
| - King Charles | |
| - Prince William | |
| - Prince George | |

Suggestions for Implementation

- Guess the member of the royal family activity. S5
- Give children different scenarios to role play examples of jobs the royals might do (e.g., the Queen’s speech, royal tours, TV interviews) S4
- Children could talk about what they do on their birthday and compare it to what the King does (e.g., trooping the colour) S3 S5
- Give children picture of members of the royal family, children could put them in order of oldest to youngest based on visual differences S1

Enrichment opportunities

- Visit London and famous landmarks – see Buckingham Palace, Trafalgar Square

Suggested questions to measure impact

- What is the role of the King / Queen?
- How many members of the royal family can you name??
- Where does King Charles live?
- Who is next in line to the in throne?

Historical Skills

- S1 - Place known events and objects in chronological order
- S3 – Relate his/her own account of an event and understand that others may give a different version
- S4 – Talk, draw or write about aspects of the past
- S5 – Understand key features of events



Year 2

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 1

[Florence
Nightingale and
Mary Seacole](#)

Autumn 2

[The Great Fire
of London](#)

Summer 2

[The Moon
Landing](#)



Year 2 Autumn 1: Florence Nightingale and Mary Seacole

Prior learning

Reception (Autumn 2) - The children looked at different groups/ individuals in the community that help them and talked about a time when someone helped them.

Intent

Why do some people have a monument?

To learn about and research significant individuals from the past who have helped others. To understand why they are remembered and celebrated today.

Key Knowledge

- To know where and when the Crimean war took place
- To research Florence Nightingale and Mary Seacole, exploring their important roles in the past and how they are remembered today
- To recall and compare key events
- To explore the resistance of male doctors in the past
- To investigate the changes in hospitals over time

Historical and topic vocab

- Change
- Compare
- Monument
- Significance
- Artefact
- Source
- Nurse
- Important
- Chronology
- Improve
- Conditions
- Influential
- Crimean War

Historical Skills

S1 – Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods

S2 – Ask and answer questions choosing and using parts of stories and other sources to show that he/she knows and understands key features of events

S2 – Show understanding of some of the ways in which we find out about the past

and identify different ways in which it is represented.

S3 – Describe significant historical events, people and places in his/her own locality

S4 – Record what he/she has learned by drawing and writing.

S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g., Florence Nightingale & Mary Seacole

Suggestions for Implementation

- Make medicine - (Hook Lesson)
- Look at slow reveal pictures of Florence and try to work out what she did based on the clues. Working through more obscure clues to obvious. **S2**
- Watch re-enactment of Florence’s life ([The life and work of Florence Nightingale \(dramatisation\) | History - True Stories - YouTube](#)). **S5**
- Sequence the events of Florence Nightingale’s life E.g story mapping. **S1 S4**
- Sequence the events of Mary Seacole’s life E.g story mapping. **S1 S4**
- Role play (hot seating) Florence Nightingale and Mary Seacole – as a class come up with questions first **S2 S5**
- Compare pictures of hospitals during the Crimean war and hospitals today. **S1**
- Consider push/pull factors that led Florence Nightingale to travel to the Crimea using sources **S2**
- Look at a map to understand how far the nurses had to travel. **S1**
- Write a diary entry as a nurse from the hospital in Scutari to explain what the conditions were like and how they improved them. (Cross curricular write) **S3**
- Monument pitch - children to create a pitch for a monument to be either put up or taken down. They could also design the monument to show significant events they were involved in. **S5**

Enrichment opportunities

- Museum of London Mary Seacole workshop
- Visit Monument on Pudding Lane

Suggested questions to measure impact

- What words would you use to describe Florence Nightingale and Mary Seacole?
- Why did she want to become a nurse?
- What changes did Florence Nightingale make to the hospital in Scutari? How has this helped us today?
- What lessons can we learn from the life of these people?

Year 2 Autumn 2: The Great Fire of London

Prior learning

Pupils have used sources such as pictures and diaries to find out about the past.

Intent

Why did the Great Fire of London cause so much destruction?

For children to investigate and learn about a specific, significant event in British history. Considering the causes and consequences of this event.

Key Knowledge

- To understand where and when the Great Fire of London started.
- To know who Thomas Farrinor was and his role in the fire
- To know that houses and streets were built differently in 1666
- To know the fire burnt down a quarter of London
- To recall the events of the Great Fire of London.
- To know at least four reasons why the fire spread so quickly and stayed alight for so long.
- To know that Thomas Bloodworth was the Lord mayor of London at the time
- To know that there were no emergency services in 1666
- To know different firefighting methods at the time
- To recall actions individuals took to stop the fire
- To know who took most of the blame for the fire
- To know out about Samuel Pepys and his diary.
- To know three major problems caused by the fire

Historical and topic vocab

- | | |
|----------------------|-------------------|
| - Sources | - Samuel Pepys |
| - Cathedral | - Bakers |
| - Eyewitness | - Spreading |
| - Primary evidence | - Pudding Lane |
| - Secondary evidence | - Candle |
| - Cause | - Thomas Farriner |
| - Diary | - King Charles II |
| - Burning | - Fire |
| - River Thames | - Escape |

Suggestions for Implementation

- Look at similarities and differences between London today and London in 1666. **S3**
- How can we work out why the great fire started? – detective task: Give the children a variety of sources & they need to work out how the fire began and who might be to blame. **S2**
- Watch the Great Fire of London live stream – [How the fire started and why it got so bad?](#)
- Create a storytelling washing line – strong visual summery to refer back to during unit **S1**
- Pupils sequence the main events in order and describe change over time using time conjunctions **S1**
- How do we know about the fire? - Play ‘which source tells us?’
- Post it note challenge – How did the fire start? Us sources to slowly reveal possible reasons. **S2**
- Take a quick look at Newspaper source for reasons identified at the time **S2**
- Children look at and mime a range of firefighting methods from the time, identifying their limitations **S4**
- Who did what? Children have options of different key individuals at the time to blame & what they did to stop the fire. They have to guess who is being referred to in each sentence & discuss who was to blame. **S5**
- Create a plan of how best to rebuilt London - The King has offered a prize for the best plan that would rebuild London and make it safe from any more fires. **S4**
- Game - <https://www.fireoflondon.org.uk/game/>

Enrichment opportunities

- Museum of London Fire
- Fire workshop - Museum of London Live stream events

Suggested questions to measure impact

- Where and when did the Great Fire take place?
- How did the Great Fire start and how long did it last?
- Explain some of the reasons why the fire spread so quickly?
- What evidence do we have from the fire? What is an eye witness?
- Can you explain why Samuel Pepys was a significant figure?

Historical Skills

- S1** – Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods
- S2** – Ask and answer questions choosing and using parts of stories and other sources to show that he/she knows and understands key features of events
- S2** – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

- S3** – Describe events beyond living memory that are significant nationally or globally e.g., the Great Fire of London.
- S4** – Speak about how he/she has found out about the past.
- S5** – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g., Florence Nightingale & Mary Seacole

Year 2 Spring 2 : The Moon Landing

Prior learning

Year 2 (Autumn 1) - The children will have explored the idea of significance though the study of Mary Seacole and Florence Nightingale. Year 1 (Autum 1) the children will have looked at when their grandparents were born, this is a key recent event in history which occurred during their lifetime.

Intent	Key Knowledge		Historical and topic vocab	
Has man ever been to the moon and how do we know for sure?				
For the children to learn about a famous figure and key event in recent history through studying the moon landing. The children should begin to consider how we know the event took place and the significance of it.	- To know that man's first moon landing was in 1969 - To know how the astronauts got to the moon and back again - To know what the astronauts did on the moon - To understand how we know that this really happened - To understand why Neil Armstrong risked his life to go to the moon	- To know the main stages of the outward and return journeys - To use subject specific vocabulary to talk about the moon landing - To know what the astronauts did on the moon's surface - To know why this was a significant event - To recognise ways that the event has been and could be commemorated	- Commemorate - Significant - Evidence - Eyewitness - Testimony - Opinion - NASA - Neil Armstrong - Buzz Aldrin - Michael Collins - Astronaut - Apollo 11 - Columbia - Crater - Dock - Eagle - Gravity - Lunar - Module - Saturn V - Stage A	

Historical Skills

S1 – Show an awareness of the past, using common words and phrases relating to the passing of time. S1 – Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods S2 – Ask and answer questions choosing and using parts of stories and other sources to show that he/she knows and understands key features of events S2 – Show understanding of some of the ways in which we find out about the past	and identify different ways in which it is represented. S3 – Describe events beyond living memory that are significant nationally or globally e.g., the Great Fire of London. S3 – Describe significant historical events, people and places in his/her own locality S4 – Record what he/she has learned by drawing and writing. S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g., Florence Nightingale & Mary Seacole
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Suggestions for Implementation

- Show images/clips of the first moon landing **S2**
- Place attempts at flight in chronological order based on pictures, from the Wright brothers first powered flight in 1903 leading up to the moon landing **S1**
- Prove it activity – a set of statements that they must find evidence for, based on clues about the classroom **S2**
- Role play – Children frame questions to Neil Armstrong to help them understand why he went to the moon. **S5**
- Sequence the pictures - outward and return journeys **S1**
- List possible ways of commemorating (books, video, plaque, stamp) and extend using ideas drawn from other famous people they have studied. Pupils draw up a prioritised short list of best ideas. **S3 S4**
- Competition - design a commemorative stamp - justify what they have drawn and why **S3 S4**
- Write a commemorative plaque for a Neil Armstrong statue - considering significance and achievements **S3 S4**

Enrichment opportunities

- Would you take a golden ticket to the moon? Writing task
- Trip to the Science Museum Space Gallery
- Invite relatives who remember the event into the class to speak to the children

Suggested questions to measure impact

- Who were the astronauts who went to the moon? What evidence do we have of this?
- Why did they go to the moon and risk their lives?
- Why was this such a significant event?
- How could the event be commemorated?



Year 3

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 2

[Local history –
Stanmore and
London](#)

Spring 1

[Stone Age to
Iron Age](#)

Summer 1

[The Ancient
Egyptians](#)



Year 3 Autumn 2: Local History – Stanmore and London

Prior learning

Reception (Autumn 2) - Children will have looked at people who help them in the local community. Year 2 (Autumn 2) - Children will have looked at a significant event in London’s history.

Intent

What was Stanmore like in the past?

To begin to understand the history of the local area through enquiry. To research and investigate the history of our school, exploring change over time.

Key Knowledge

- To know who Queen Adelaide was and that she opened St John’s church
- To be able to recall a few famous people who have lived in Stanmore e.g., prime minister Clement Atlee, Anthony Horowitz & Matt Lucas
- To know that the Stanmore Obelisk commemorates a battle in which the British tribes united and defeated the Roman Legions.
- To know the history of the school
- To recall places of historical significance in Stanmore e.g., Bently Priory, Cannons House, St Lawrence’s church
- To recall similarities and differences between Stanmore in the past and present

Historical and topic vocab

- | | |
|-------------------------|---------------------|
| - Historical importance | - Obelisk |
| - Local | - Location |
| - Church | - Metropolitan line |
| - Chronological | - Stanmore |
| - Century | - Jubilee Line |
| - Decade | - Church |
| - Primary source | - Priory |
| - Local historian | - Queen Adelaide |
| | - Cannons House |

Suggestions for Implementation

- To compare past and present using pictures of Stanmore looking for similarities and differences **S2**
- Research and create a timeline placing events that happened in Stanmore in chronological order **S1 S4**
- Use different sources to research places of historical significance in Stanmore **S5**
- Visit & explore St Johns church (Opened by Queen Adelaide) **S2**
- To create a fact file on Queen Adelaide **S4**
- Look at maps of the school grounds in the past & present, how has it changed and developed over time? **S2**
- To be able to comment on differences and similarities between Stanmore in the past and present **S2**
- In groups, create a poster about Aylward Primary school and the history of the grounds. **S4 S5 S3**
- Children write a report on one of the famous people from Stanmore **S3**

Enrichment opportunities

- Visit St John’s Church in Stanmore and have a tour by Reverend Stone about the building history
- Go to Canon’s Park and visit the walled garden (it is part of what is left of Canon’s Estate)
- Visit Bentley Priory
- Visit Cannons House at North Colligate School
- Visit Stanmore Obelisk, Brockley Hill

Suggested questions to measure impact

- What did Stanmore look like in the past?
- What important places do we know in Stanmore and why were they important?
- What important events happened in Stanmore?
- What people are important in this area? How has this changed now?

Historical Skills

- S1** – Describe memories of key events in his/her life using historical vocabulary
- S2** – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- S3** – Describe significant historical events, people and places in his/her own locality.

- S4** – Use a wide vocabulary of everyday historical terms.
- S4** – Speak about how he/she has found out about the past.
- S4** – Record what he/she has learned by drawing and writing.
- S5** – Describe a local History Study

Year 3 Spring 1: Stone Age to Iron Age

Prior learning

Reception (Summer 2) - Children will have looked at a significant jump back in time (chronology).

Year 1 (Autumn 2) - They have looked at Toys in the past and present considering Change and continuity.

Intent

What was life like in the Pre-historic Era?

For children to be introduced to prehistory and for children to explore continuity and change throughout the era focusing on food, homes and tools/weapons.

Key Knowledge

- To know the names of the periods
- To know what BC means and how it is structured (larger number = further in the past)
- To know that Britain was once covered in ice
- To know how few people lived in Britain during the time
- To know that the earliest settlers were hunter-gatherers and lived in caves
- To know the importance of Skara Brae to archaeologists in understanding life during the Stone age
- To know that our knowledge from this period comes from Archaeology
- To know how housing changed from the Stone age to the Iron age.
- To identify different tools/weapons from the Era and know how they developed over time
- To know that hunter and gatherers were living alongside early farmers about 5,000 years ago.
- To understand the impact of farming esp. taming wild animals, growing wheat etc.
- To know Immigrants brought new animals and crops to Britain

Historical and topic vocab

- | | |
|-------------------|------------------|
| - Prehistory | - Artefact |
| - Archaeology | - Chronology |
| - Agriculture | - Neolithic |
| - Hunter-gatherer | - Tribal |
| - BC / AD | - Shelter |
| - Comparison | - Settlement |
| - Iron Age | - Prey |
| - Stone Age | - Antler |
| - Bronze Age | - Skara Brae |
| - Discovery | - Spears |
| - Metal working | - Hand axe |
| - Nomad | - Borer |
| - Settler | - Cave paintings |

Suggestions for Implementation

- Children think about what daily life is and come up with what they could investigate e.g. food, tools & Houses. **S2**
- Slow reveal of mystery objects from Star Carr. Pupils in pairs speculate as to what it is/could be. **S2**
- Ask children - If you were to meet a family from 7,000 years ago, what would you want to ask them? Make a list of questions. **S2**
- Investigate Stone age artefacts, consider their uses and what they tell us about the era - <https://finds.org.uk/bronzeage> **S4**
- Create a living timeline from beginning of Stone age up to coming of Romans **S1**
- Stone, Iron and bronze age houses comparison activity looking at continuity and change. **S5**
- Look at the story of the discovery of Skara Brae and consider what the evidence found there tells us about houses during the period **S2**
- Spectrum task – Children sort farming and food cards into ‘big changes’, ‘small changes’ and ‘carried on as before’. **S5 S4**
- Dragons Den – Children look at different tools and weapons from each of the three periods. They have to choose two tools from each era that they feel were most important. Then consider how the tools changed. Pupils discuss, research, advocate and decide. **S5 S4**

Enrichment opportunities

- Museum of London prehistory puppet show
- UCL prehistory workshop in school
- Stone Age Day
- History Squad – in school workshop

Suggested questions to measure impact

- What does ‘prehistory’ mean?
- Describe how we can find out about the prehistoric past?
- When do you think it was better to live – Stone Age, Bronze Age or Iron Age? Why?
- What was the impact of bronze and iron tools on the way people in Britain lived?
- How are our ideas about life in the Stone Age changing?
- Who lived in Britain in the ‘old’ Stone Age? How did they survive?

Historical Skills

S1 – Use an increasing range of common words and phrases relating to the passing of time

S2 – Ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events

S4 – Speak about how he/she has found out about the past.

S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g. Tutankhamun

S5 – Describe changes in Britain from the Stone age to the Iron Age

Year 3 Summer 1: The Ancient Egyptians

Prior learning

Year 3 (Spring 1) - Children will have looked at continuity and change within an era and what daily life was like. Year 2 (Autumn 1) - children will have looked at significant figures considered why they are famous.

Intent

What do we owe to the Ancient Egyptians?

For children to know about the daily life of the Ancient Egyptians, considering hierarchy, food, jobs, religion and the afterlife. For children to draw links between their own lives and the daily life of the Ancient Egyptians.

Key Knowledge

- To know when and where the Ancient Egyptians existed
- To understand the importance of The River Nile and annual floods to Ancient Egypt
- To know there was a distinct hierarchy in Ancient Egypt
- To know the differences between rich and poor houses, education and health care.
- To name and explain jobs from Ancient Egypt
- To know the food eaten in Ancient Egypt
- To know that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society.
- To know why the pyramids were built
- To understand the importance of the afterlife
- To name some of their gods and goddesses and know there were more than 2000 of them.
- To know facts about Tutankhamun’s life and why he was so famous

Historical and topic vocab

- | | |
|-------------------------|-----------------|
| – Gods/Goddesses | – Hieroglyphics |
| – Slave | – Howard Carter |
| – Ancient civilizations | – Tutankhamun |
| – Museum | – Mummy |
| – Hierarchy | – Nile |
| – Canopic Jars | – Pharaoh |
| – Chariot | – Papyrus |
| – Crown | – Pyramid |
| – Eye of Horus | – Sarcophagus |
| | – Rosetta Stone |

Suggestions for Implementation

- Place Ancient Egypt on a timeline **S1**
- Investigate Egyptian artefacts, consider their uses and what they tell us about Ancient Egypt. **S2**
- Research what food was eaten in Ancient Egypt **S4**
- Diamond 9 – most to least important gods and goddesses **S2**
- Mummification experiment – tomato.
- Create a fact file on Tutankhamun **S5**
- Use unravelling ball of string to represent going back in time. Introduce the word ancient and discuss its meaning **S1**
- Reconstruction relay- Pupils have to travel down a tunnel of tables to see pictures of the inside of Tutankhamun’s tomb. They must concentrate on memorising what they see as the gases inside the tomb only allow them 10 seconds before they must rush back and draw what they saw. **S2 S3**
- Crimewatch Ancient Egypt: Tomb Robbers Working against the clock, pupils have to return the goods to the correct tomb. **S4**
- Layers of inference – give an unknown source. **S2**

Enrichment opportunities

- UCL Petrie Museum mummification workshop in school
- British Museum
- Dress up day
- Mummify a tomato

Suggested questions to measure impact

- How do we learn about history a long time ago?
- What was happening in Britain at the start of Ancient Egyptian civilisation?
- What is archaeology? Why are the discoveries that archaeologists make, important to history?
- What was daily life like in Egypt?
- Who was Tutankhamun? Why was he so Famous?
- What sources did you use to find out about life in ancient Egypt?

Historical Skills

- S1** – Use an increasing range of common words and phrases relating to the passing of time
- S2** – Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- S3** – Describe events beyond living memory that are significant nationally

- or globally
- S4** – Record what he/she has learned by drawing and writing.
- S5** – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g. Tutankhamun



Year 4

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 2

[The Ancient
Greeks](#)

Spring 2

[The Ancient
Romans / Celts](#)

Summer 1

[The Anglo
Saxons and the
Vikings](#)



Year 4 Autumn 2: The Ancient Greeks

Prior learning

Year 3 (Summer 2) - Children have looked at Ancient Egyptian daily life, religion & gods.

Intent

How did the Ancient Greeks change the world?

For children to know how the Ancient Greeks changed the world and the impact/influence they had on our lives today.

Key Knowledge

- To know that the earliest Greek civilisations thrived nearly 4,000 years ago.
- To know that the Ancient Greeks lived in Greece and the countries that we now call Bulgaria and Turkey
- To know that the Greeks called themselves Hellenes and their land was Hellas.
- To know that the Greek Empire was most powerful between 2000 BC and 146 BC.
- To know that the city-states did not get on well and often fought each other.
- To recall key differences between Athens and Sparta.
- To understand why the Spartans were so tough.
- To know the different roles of Men, Women and children in Athens and Sparta.
- To know who Alexander the Great was, what he did and why he is significant.
- To know that from 776 BC People from all over the Greek world would gather to take part in athletic combat and chariot racing.
- To Understand how the Ancient Greeks changed our Sports we have today
- To recall key Ancient Greek gods and goddesses and understand their role in the lives of the Greeks.
- To know when the Golden age was for the Ancient Greeks and why it was important.
- To know that the Greeks gave the world democracy – which we still use in Britain today.

Historical and topic vocab

- Empire
- Causation
- Continuity
- Democracy
- Excavate
- Legacy
- Acropolis
- Ancient
- City State
- Civilisation
- Olympic games
- Alexander the Great
- Mount Olympus
- Parthenon
- Sparta
- Athens
- Temple
- Theatre
- Slaves
- Philosophy

Suggestions for Implementation

- Create a timeline of the Ancient Greeks **S1**
- [Watch the Horrible Histories Wife Swap Video](#). - Discuss with your group the different roles for men, women, and children in Athens and Sparta. **S5**
- Consider whether points were significant to the success of Sparta & Athens. - Hot or not Task: On a thermometer, children order which information is useful in helping them answer their enquiry question from the most important (hot) to the least important (not). Look at sources of information about Sparta and Athens. **S5 S2**
- Use sources to piece together what happened at the ancient Olympics. **S2 S3**
- Compare and contrast ancient Olympic games to modern Olympic games using a Venn Diagram. **S3**
- Complete a fact file on Greek gods and goddesses. **S4**
- Compare similarities and differences between Egyptian gods/ beliefs and Greek Gods/ beliefs. **S3**
- Answer questions about important aspects of Greek culture using sources. **S2**
- Draw links with Ancient Egypt – consider similarities and differences. **S2**
- Errata a multiplicity of errors book – spot the misconceptions in the picture **S4**

Enrichment opportunities

- British Museum exhibitions and workshop

Suggested questions to measure impact

- Describe Ancient Greece to me? How has it influenced Britain today?
- What have the Ancient Greeks given us that we still enjoy today?
- How were the Spartans different to the Athenians? Would you prefer to have lived in Athens or Sparta? Why?
- How did the Olympic games begin?
- What are the similarities and differences between gods in Ancient Egypt and Gods in Ancient Greece?

Historical Skills

- S1** – Place some historical periods in a chronological framework
- S2** – Use a variety of sources to find out about aspects of life in the past
- S3** – Understand that sources can contradict each other
- S4** – Communicate his/her learning in an organised structured way, using appropriate terminology

- S5** – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g., Alexander the Great, Boudicca & Julius Ceasar
- S5** – Describe a study of Ancient Greek life, achievements and their influence on the western world

Year 4 Spring 2: The Ancient Romans / Celts

Prior learning

Year 4 (Autumn 1) - Children have considered how the Ancient Greeks changed the world.

Intent What did the Romans do for us?	Key Knowledge	Historical and topic vocab
<i>For children to consider why the Romans invaded Britain, the impact they had on us and why/how Boudicca stood up to the Romans.</i>	- To understand the term ‘Empire’ - To know where the Roman empire existed and that it covered large parts of land all around the Mediterranean Sea - To know how the Roman Empire began and recall the story of Romulus & Remus - To know that Greek culture influenced the Roman Empire - To know why the Romans invaded Britain and recall key reasons e.g., raw materials & Claudius’ personal motivation - To recall reasons why Britain would have been an important country to have invaded and conquered - To know who Boudicca was, her personal motivations and why she led a rebellion against the Romans - To recall the events of Boudicca's rebellion - To understand that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. - To know the significance of Hadrian’s wall and why it was built - To know reasons why the Roman army was so powerful - To know ways in which the Roman way of life contrasted with the Celtic lifestyle they found when they arrived - To recall the impact of the Romans on Britain and how they influenced/changed the way of life - To recall and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. - To understand that the Romans must have been ahead of their time for ideas to have lasted 2,000 years	- Interpretation - Invasion - Chronology - Conquest - Dark Ages - Emperor - Rebellion - Revolt - Migration - Medieval - Emperor - Legionary - Aqueduct - Celts - Gladiator - Chariot - Barbarian - Cavalry - Election - Latin - Myth - Slave - Tribe - Julius Caesar, - Claudius - Boudicca - Hadrian's Wall

Historical Skills

S1- Place some historical periods in a chronological framework	
S1 – Use historic terms related to the period of study	
S2 – Use sources of information in ways that go beyond simple observations to answer questions about the past	
S2 – Use a variety of sources to find out about aspects of life in the past	
S3 – Understand that sources can contradict each other	
S4 – Communicate his/her learning in an organised structured way, using appropriate terminology	
S5 – Discuss the lives of significant individuals in the past who have contributed to the	national and international achievements and use some to compare aspects of life in different periods e.g., Alexander the Great, Boudicca & Julius Ceasar
	S5 – Describe a study of Ancient Greek life, achievements and their influence on the western world
	S5 – Describe the Roman empire and its impact on Britain
	S5 – Describe Britain's settlement by Anglo-Saxons
	S5 – Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Suggestions for Implementation

- Show children contrasting maps of the Roman empire 100 years apart, one on eve of Caesar’s invasion the other on the eve of Claudius’. **S1**
- Read the story of Caesar and Claudius’ invasion. **S5**
- Children to list possible ideas for Claudius’ invasion. Did Claudius invade for the same reasons as Ceasar? **S2 S5**
- Children act as advisors to Claudius: Should he invade or not? **S4**
- Conscience alley **S4**
- Pupils could Hot seat Claudius **S5**
- Children retell the story of Boudicca's Rebellion through a living graph – place the cards in chronological order first then then consider if the event was a good or bad thing for Boudicca. **S1 S4**
- Children draw their own picture of Boudicca based off Roman descriptions & sources. Discuss the reasons why we have different views of the same person **S2 S3**
- Children find reasons why the Roman army was so strong and have to rank the reasons they think are most important. **S2 S3**
- Compare the Roman Army to the Ancient Greek army **S2**
- Children compare the Celtic lifestyle when the Roman’s invaded to the lifestyle when the empire fell **S1 S5**
- Google doodles - Letter from Google, asking to design a new logo for the commemoration of an event. Children to choose the events which have been significant. **S3 S4**

Enrichment opportunities

- Visit Verulamium (Roman baths)
- British Museum Roman Workshop
- ‘The drama hut’ workshop

Suggested questions to measure impact

- When did the Romans invade Britain? Why?
- What impact did the invasion have?
- Who were Boudicca and Julius Ceasar?
- What are the similarities and differences between the Ancient Greek soldiers and the Ancient Roman Soldiers?
- What impact did the Roman invasion have on Britain today?

Year 4 Summer 1: The Anglo Saxons and the Vikings

Prior learning

Year 3 (Spring 1 - Stone Age to Iron Age) - Learnt how people lived in prehistoric Britain. Year 4 (Spring 2 - Romans) - Understand Britian was invaded.

Intent

Were the Vikings traders or raiders?

For children to understand what happened when the Roman's left Britain, why the Saxons invaded and how they were able to see of the Viking threat.

Key Knowledge

- To understand why the Anglo-Saxons and Vikings invaded
- To know that even before the Romans left there were invaders
- To understand how we know about the Saxons
- To know the differences in reasons for migration between Saxons and Vikings and between these societies and today
- To know where the Saxon's settled and how we know where they settled
- To know that by the end of the 7C Anglo-Saxons were ruling most of Britain.
- To know why the Vikings invaded Britain
- To recall key events in the Viking Saxon struggle
- To know the events of 878 AD and the treaty which was reached
- To know one key turning point in Saxon fortunes
- To know who Alfred the Great was and his achievements
- To explain why Alfred the Great was a significant figure

Historical and topic vocab

- | | |
|--------------------|---------------|
| - Christianity | - Pagans |
| - Missionary | - Pillaged |
| - Monastery | - Raid |
| - Crusades | - Monastery |
| - Reliability | - Settlement |
| - Biased | - Danelaw |
| - Pagan | - Wergild |
| - Conflict | - Longship |
| - Alfred the Great | - Scandinavia |
| - Treaty | - Thane |
| - Exile | - Witan |
| - Invade | - Wessex |
| - Kingdom | - Mercia |
| - Outlawed | |

Suggestions for Implementation

- Clues Task – Why did the Saxons invade? **S2**
- Push and pull factors – consider reasons the Saxons invaded **S3 S2**
- More able – draw comparisons between motivations of the Saxons and the Romans. **S3**
- Children make a hypothesis about where the Saxons settled and then look at true and false statements to figure out where they settled **S2**
- Place name evidence – children could look at the place names typically used by Saxons and see if they can see links to places, they have lived/visited. **S2**
- Children create a living graph as a visual representation of the struggle between the Saxons and the Vikings offering reasons for the graph going up and down. **S1**
- Spectrum Task: Just how great was King Alfred? Consider that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically **S3 S5**
- [Watch](#) - a clip of a spoof Dragon's Den team in which Alfred has to show them that he is really 'great'! **S4**
- Critique the website task: How well does this website explain why Alfred deserves the title 'Great'? Could the children/class rewrite the second paragraph better. **S3 S4**
- Short assessment task – How well do they children understand the Anglo-Saxons? Give statements and children need to say true, partially accurate and wrong. **S5**
- Comparison task: compare and contrast Greek, Roman and Anglo-Saxon warriors and hunting tools used in stone age. **S3**
- Errata a multiplicity of errors book – spot the misconceptions in the picture **S4**

Enrichment opportunities

- [Museum of London visit to school Staffordshire Hoard](#)

Suggested questions to measure impact

- What happened to Britain when the Romans left?
- Describe the relationship between the Saxons and Vikings?
- Was life better in Anglo-Saxon or Roman Britain? Why?
- What did the Anglo Saxons and Vikings leave behind?
- How do soldiers/ warriors compare from the Ancient Greeks to Romans to Anglo-Saxons?
- Who was Alfred the great and why was he a significant figure in this period?

Historical Skills

S1- Place some historical periods in a chronological framework

S1 – Use historic terms related to the period of study

S2 – Use sources of information in ways that go beyond simple observations to answer questions about the past

S2 – Use a variety of sources to find out about aspects of life in the past

S3 – Understand that sources can contradict each other

S4 – Communicate his/her learning in an organised structured way, using appropriate terminology

S5 – Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods e.g., Alexander the Great, Boudicca & Julius Ceasar

S5 – Describe a study of Ancient Greek life, achievements and their influence on the western world

S5 – Describe the Roman empire and its impact on Britain

S5 – Describe Britain's settlement by Anglo-Saxons

S5 – Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



Year 5

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 1

[The Tudors](#)

Spring 1

[The Kingdom of Benin](#)

Summer 1

[The Elizabethans](#)



Year 5 Autumn 1: The Tudors

Prior learning

Year 1 (Summer 2) - The royal family and castles. Children have looked at Britain's current monarch.

Intent

How did the Tudor monarchs change England?

To name key individuals in the Tudor era, considering the significance of their actions and the reasons behind their actions. For example, the influence of religion.

Key Knowledge

- To research and compare the 6 Tudor monarchs
- To explore the timeline of events that led to the Royal Family becoming Tudors after Henry Tudor defeated Richard III at the Battle of Bosworth
- To understand the significance of the Tudor Rose
- To understand that religion was important during the Tudor Era, everyone had to attend the same church as the monarch.
- To know why Henry broke away from the Catholic church
- To understand the differences and similarities in the beliefs of Catholics and Protestants
- To know that Edward VI became king when he was nine and why he was called ‘The Puppet King’.
- To understand that before Edward died, he drew up plans to stop the country becoming Catholic again
- To know why Mary I had the title ‘Bloody Mary’

Historical and topic vocab

- | | |
|---------------|----------------|
| - Reign | - Monarchy |
| - Reformation | - Dynasty |
| - Church | - Successor |
| - Court | - Catholic |
| - Execution | - Protestant |
| - Heresy | - Reformation |
| - Pope | - Dispensation |
| - Torture | - Dissolution |
| - Traitor | - Reign |
| - Treason | - Heresy |
| - Peasant | - Execution |
| - Aristocracy | - Treason |
| - Accession | - Inherit |
| • Elizabeth I | - Henry VIII |

Suggestions for Implementation

- Create a Tudor Family tree **S1 S4**
- Sequence the events of The Battle of Bosworth **S1**
- Draw a story map to represent the events which led to the Tudors ruling England **S4**
- Sort different statements into Catholic and Protestant beliefs **S5**
- Compare and contrast the beliefs of Protestants and Catholics. **S5**
- ‘When I was nine’ activity – what are your likes, dislikes and responsibilities? Then, compare those to Edward VI’s **S3 S2**
- Compare Edward VI’s advisors and decide who was best for Edward and who was best for England. **S5**
- Compare the country’s reaction to Mary I’s coronation and the reaction to her death. **S5 S2**
- ‘War on Heresy’ freeze frame of a heretic being executed **S3 S4**
- Discuss whether Mary deserved the nickname ‘Bloody Mary’ - Line of uncertainty task **S3**
- Significance snakes and ladders – Events from the Tudor Era. **S4S3**

Enrichment opportunities

- Hampton Court Palace
- Westminster Abbey

Suggested questions to measure impact

- How did the Tudors come to reign?
- What can we tell by looking at Tudor portraits? How reliable is a painting as a source in history?
- Why was there a reformation of the Church? How did that impact lives over time?
- Who did Henry break away from the church to marry?
- Why was Edward called ‘The Puppet King’?
- Did Mary I deserve the nickname ‘Bloody Mary’?

Historical Skills

S1 – Use dates to order and place events on a timeline

S2 – Compare sources of information available for study of different times in the past

S3 - Make Comparisons between aspects of periods of history and the present day

S3 – Understand that they type of information available depends on the period of time studied

S5 - Provide an account of a historical event based on more than one source

S5 – Give some reasons for important historical events

S5 - Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods

Year 5 Spring 1: The Kingdom of Benin

Prior learning

Year 4 (Spring 1) Geography – Roman Trade

Year 3 (Spring 1) Interpretations of Boudicca vary

Intent

What was life like in the Ancient Kingdom of Benin?

For children to understand why The Kingdom of Benin is a significant society, key events in African History and how European preconceptions of African civilisations often differ from reality. For children to understand colonisation and British involvement in the slave trade.

Key Knowledge

- To know where Africa is on a map
- To know where both Ancient and Modern Benin were
- To recall key events in Benin's history and know what key events were happening in Britain during this time
- To understand how we know about African history through Storytelling and archaeological finds
- To know that the rise of Benin began before the Europeans arrived
- To understand the role and importance of leaders in Benin
- To recall key facts about two of Benin's Obas (Ewuare & Ozoula)
- To understand what life was like for royalty in Benin
- To name and recall facts about jobs different people had in Ancient Benin
- To know some of the beliefs and rituals of the people of the Benin
- To recall key events about the story of Eweka and his rise to power as the first Oba of the Benin Kingdom
- To recall key factors which led to the rise and fall of the Benin Empire
- To name products traded by Ancient Benin
- To understand impact of slave trade on Benin & the Oba's role in selling slaves to Europeans

Historical and topic vocab

- | | |
|------------------|-----------------|
| – Dynasty | - Edo |
| – Colonisation | - Yoruba |
| – Indigenous | - Animists |
| – Colony | - Merchants |
| – Oral history | - Empire |
| – Sacrifice | - Territory |
| – Slave | - Cowrie Shells |
| – Trade network | - Nigeria |
| – Archaeological | - Brass |
| – Evidence | - Igodo |
| – Ogiso | - Sacrifice |
| – Oba | - Elders |

Suggestions for Implementation

- Locate Modern and Ancient Benin on a map of Africa **S5**
- Toilet roll timeline - Sequence key events in Benin's history on a timeline and consider the events occurring in Britain at the same time **S1**
- Research and respond to questions about Obas Ewuare & Ozoula **S5**
- Children could write their own account of what life was like in the Kingdom of Benin **S3**
- Imagine you were a member of one of the guilds and write a diary entry explaining how you made an artefact and what it is like having this job **S4 S2**
- Role play the Story of Eweka as a group, then answer questions about the story. **S4**
- Hot seating – characters from the Story of Eweka **S4**
- Explore the question 'What led to the downfall of the Benin empire' - research and present to the class **S2 S5**
- Call My Bluff – pupils are introduced to a number of mystery objects for which they have to provide a plausible description **S3**
- Curator's dilemma – The British Museum has hundreds of the Benin Bronzes but it is running short of money so they can only keep 3 of the 6. Choose which you think are the most important. **S4**
- Zones of inference - Pupils are given an image of one of the bronzes. **S2**
- Living graph - of events 1850- 1890 showing the changes in fortune of Benin and their changing relationship with the British Empire. **S4**
- Compare different viewpoints on the rise and fall of Benin. **S2**

Enrichment opportunities

- British Museum

Suggested questions to measure impact

- Where in Africa was Benin located? What was the role of women in the Royal Family? Could women be Obas?
- What is the difference between oral histories and archaeological evidence?
- Which source is more reliable? Give a reason for your choice
- How was the Oba was treated in Benin?
- What were brass heads were used for?
- What jobs did people have in Benin?
- Which crops and animals were farmed in Benin?

Historical Skills

S1 – Use dates to order and place events on a timeline

S2 – Compare sources of information available for study of different times in the past

S3 – Make Comparisons between aspects of periods of history and the present day

S4 – Present findings and communicate knowledge and understanding in different ways

S4 – Provide an account of a historical event based on more than one source

S5 – Give some reasons for important historical events

S5 – Describe a non-European society that provides contrast with a British one

Year 5 Summer 1: The Elizabethans

Prior learning

Year 5 (Autumn 2) - Children have been introduced to the Slave trade and British exploration through the study of Ancient Benin.
Year 2 (Spring) - Children have looked at space exploration through the study of the moon landings.

Intent

Why did people go on Voyages and what did they find?

For children to understand why the Elizabethan Era is known as the ‘Golden age’ for exploration and discovery. For children to name key individuals and their significance.

Key Knowledge

- To name key characteristics of Queen Elizabeth I
- To understand that the golden age of exploration began in the 15th century and lasted more than 200 years.
- To be able name the key reasons for exploration – Adventure, competition, wealth, trade, religion.
- To understand that whilst exploration was a dangerous job, it could also lead to fame, glory and Wealth.
- To be able to name three key explorers – Sir Francis Drake, John Hawkins, Sir Walter Raleigh
- To understand the term Circumnavigation & identify some of the highs and lows of Francis Drakes journey around the world.
- To be able to discuss the importance of John Hawkins & Sir Walter Raleigh’s discoveries
- To know that when Elizabeth died, she did not leave a successor
- To know the legacy left by Queen Elizabeth I after she died.

Historical and topic vocab

- | | |
|----------------------|------------------|
| - Territory | - International |
| - Explorer | - Circumnavigate |
| - Sir Francis Drake | - Exploration |
| - Sir Walter Raleigh | - Trade |
| - Global | - Commodities |
| - Nation | - Alliance |
| - Expedition | - Colonies |
| | - Globe |
| | - Voyages |

Suggestions for Implementation

- Write a character profile on Queen Elizabeth I when she was young and old based on historical sources. **S2 S3**
- Research & Role play – What was life like for an Elizabethan sailor? **S4 S3**
- Explore the question ‘Why was Sir Francis Drake knighted?’ Plot Sir Francis Drake’s circumnavigation of the world onto a map & consider the highs and lows of the journey & infer how the crew would have felt on finally returning to England after three years. **S1 S2**
- Presentation - Research who Sir Francis Drake was and why he was important in the times on Elizabeth 1 **S4**
- Historical Enquiry – As a group choose one of the questions below to research and present back to the class. (Who was Sir Walter Raleigh and what expedition did he lead? Or Who was Sir John Hawkins and should he have been knighted by Queen Elizabeth 1?) **S2 S4**
- Write an obituary for Queen Elizabeth I. Try to include the following: (When and how she came to the throne, what her reign over England was like, what people thought of her as a queen, what her achievements were as queen, How England changed due to her reign) **S3 S5**

Enrichment opportunities

Suggested questions to measure impact

- Describe Sir Walter Raleigh? What expedition did he lead?
- Who was Sir Francis Drake and what did he bring back to England?
- What is circumnavigation?
- Who was Sir John Hawkins and why was he knighted by Queen Elizabeth 1?
- What were Queen Elizabeth’s main achievements during her reign?
- What do we know about slave trading in that era?

Historical Skills

S1 – Use dates to order and place events on a timeline

S2 – Compare sources of information available for study of different times in the past

S3 – Make Comparisons between aspects of periods of history and the present day

S4 – Present findings and communicate knowledge and understanding in different way

S4 – Provide an account of a historical event based on more than one source

S5 – Give some reasons for important historical events

S5 –Discuss the lives of significant individuals in the past who have contributed to the national and international achievements and use some to compare aspects of life in different periods

Year 6

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

Autumn 1 and 2

[World War two](#)

Spring 2

[The Victorians](#)



Year 6 Autumn 1 and 2: World War Two

Prior learning

Year 3 (Spring 1) Roman invasion of Britain – causes and consequences.

Intent

What was life like for children during WW2?

To develop an understanding of what life was like during the Second World War, including its causes and consequences, and how it affected people in Britain and around the world.

Key Knowledge

- To know about the key events of WW2, including past events leading up to it
- To understand why it is known as a 'World' war
- To name the countries involved, using the terms Axis and Allies
- To understand the terms of the Treaty of Versailles
- To understand the term appeasement
- To name some of the leaders of different countries
- To understand that children were sent away to the countryside to keep them safe
- To explore the role of the billeting officer
- To know what life was like for evacuees
- To understand what life was like for Jewish people under Nazi rule
- To understand the role of propaganda in WW2
- To know what the Holocaust was and recall some events that happened
- To know that Anne Frank's family were forced into hiding in Amsterdam
- To know what the Blitz was, and the destruction caused
- To understand what rationing was and how people adapted to deal with reduced product availability
- To know what the Battle of Britain was and events which took place
- To know reasons why we won the Battle of Britain against all odds

Historical and topic vocab

- | | |
|------------------------|----------------------|
| - Propaganda | - Censorship |
| - Persecution | - Civilians |
| - Parliament | - Commonwealth |
| - Diversity | - Concentration Camp |
| - Censorship | - D-Day |
| - Morale | - Evacuee |
| - Treaty of Versailles | - Factories |
| - Declaration | - Forces |
| - Oppression | - Gas mask |
| - Prejudice | - Holocaust |
| - Ideologies | - Nazi |
| - Advocate | - Host family |
| - Commemorate | - Liberate |
| - Conflict | - Naval |
| - Enemy | - Occupied |
| - Air raid | - Prime Minister |
| - Allies | - Propaganda |
| - Axis | - Rationing |
| - Blackout | - Refugee |
| - Blitz | - Resistance |
| - British Empire | - Underground |

Suggestions for Implementation

- Using two colours, shade in the Axis and Allies on a world map **S4**
- Discussion of how Germany might have felt about the Treaty of Versailles. **S2**
- Infer the positive and negative emotions that evacuees might have gone through **S2**
- For and Against debate – should my child be evacuated? **S4**
- Layers of inference task. How did life change when the second world war broke out? - I What I can see. What I think is happening. What I want to know. **S2 S3**
- Use of sources – discuss what they teach us about being evacuated/ the life of an evacuee. Consider their reliability. **S2 S3**
- Create a rationed meal plan for a family of four **S4**
- Look at cartoon that shows 10 ways Britain stood firm during the war – Can the children guess them? **S3**
- Children get into groups and research reasons that Britain stood firm during the war - Dunkirk evacuation, Battle of Britain, The Blitz, Rationing, Women in the factories, Evacuation, Firefighting service, Air-raid shelters, Gas masks, The Home Guard. **S2**
- Use sources to understand and talk about the Holocaust **S2 S3**
- Order key events from WWII on a timeline **S1**
- Compare their life to the lives of children during WWII **S3**
- Use clues/sources to piece together why Britain won the Battle of Britain against all odds **S2**
- Write a Wiki Kids 60 word summary of the Battle of Britain and why Britain won against all odds **S4**
- Sequence the events of the Battle of Britain **S1**

Enrichment opportunities

- | | |
|-------------------------------------|-----------------------------|
| - Visit Stanburn air raid shelter | - Pretend wartime classroom |
| - Bently Priory | - Pretend evacuation |
| - Imperial War Museum | - Links to maths |
| - RAF Museum | - evacuation enquiry |
| - Westminster Abbey | - lesson (Graphs) |
| - Visit Whitchurch air raid shelter | |

Historical Skills

- | | |
|--|--|
| S1 – Use dates to order and place events on a timeline | S3 – Make Comparisons between aspects of periods of history and the present day |
| S2 – Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance | S3 – Evaluate usefulness of a variety of sources |
| S2 – Construct informed responses that involve thoughtful selection and organisation of relevant historical information | S4 – Present findings and communicate knowledge and understanding in different ways |

Suggested questions to measure impact

- When was WW2? Why did it begin?
- Which countries were involved?
- What impact did the war have on the life of children and others?
- Why was rationing important?
- What impact did The Blitz have?
- Why were women important during WW2?

Year 6 Summer 2: The Victorians

Prior learning

Year 6 (Autumn 1) - Children have looked at what life was like for children during WW2. Year 5 (Summer 2) - Elizabethans: Golden Age of discovery

Intent

Were the Victoria times a dark age or golden age?

For children to understand the advancements made during the Victorian Era, making comparisons to their own lives and other topics they have studied during their time at Aylward.

Key Knowledge

- To know that Victoria dominated the period synonymous with her long reign
- To know who Queen Victoria was and why she was important
- To recall important events from Queen Victoria's life
- To understand how these events impacted Queen Victoria's personality
- To know what Queen Victoria was like as a person
- To know what the industrial revolution was
- To know how the industrial revolution had an impact on the population
- To know the importance of the industrial revolution
- To recall the positive and negative impacts of the industrial revolution
- To have an overview of main changes especially transport, railways to bicycles and cars, industry; factories and mines, mainly in north; education, impact of 1870 Act; social and medical care, especially work of Barnardo, Shaftsbury, Florence Nightingale
- To understand that this was a period of rapid changes and can identify differences between beginning and end of long reign, eg: railways at start, cars at end.
- To grasp that those changes did not affect everyone equally; for some speed of change was less noticeable especially in the countryside
- To understand that industry changed most rapidly in the northern towns based on coal, water and good transport system to supply imports from nearby ports
- To know that different classes were affected differently, eg: factory/mine owners grew rich on profits
- To understand how demanding factory life was, but realise there was little alternative
- 16) To understand speed and range of changes both on land (dominance of railway over canals and coaches by 1850s) and at sea (Brunel's steam ships)
- To understand the major contribution made by Stephenson and, especially Brunel - children understand that transport available for rural poor largely unchanged
- To know that by the end of the reign there were many more forms of transport including motor cars for the very rich,
- To recall important inventions from the Victorian Era
- To recall the names of inventors from the Victorian Era
- To understand what it was like in a Victorian school
- To children understand that compulsory education came with the Victorians; contrast with earlier non-compulsory provision, paid provision
- To know that even with 1870 Act many children still went to work
- To understand that this period can be interpreted differently depending on what aspect is given greatest emphasis

Historical and topic vocab

- | | |
|-------------------------|------------------|
| - Emigrant | - Government |
| - Immigrant | - Laws |
| - Revolution | - Leisure |
| - Migrate | - Working class |
| - Reign | - British Empire |
| - Workhouse | - Population |
| - Child labour | - Poverty |
| - Urbanisation | - Transport |
| - Empire | - Upper class |
| - Industrial Revolution | - Middle class |
| - Mangle | - Patriotism |
| - Queen Victoria | |
| - Slum | |
| - Sovereign | |
| - Invention | |
| - Rural | |
| - Crime | |

Suggestions for Implementation

- Children compare their own lives to those of children in workhouses **S3**
- Research daily workhouse activities **S2**
- Sorting statements – positive and negative impact of industrial revolution **S2**
- Solve riddles to identify the Victorian invention **S5**
- Design an inventions timeline **S1**
- What was life like for a Victorian Child? Compare with the present day. **S3**
- School/ daily life- compare with daily life of Tudors. Debate. **S3**
- Research how key significant event (industrial revolution) affected life in Britain. Project opportunity. **S4 S5**
- Compare modern schools to Victorian schools **S3**

Enrichment opportunities

- Visit St John's Church in Stanmore
- Museum of London
- Museum of London Docklands
- St Pauls Cathedral

Suggested questions to measure impact

- Where does the Victorian Era fit on our timeline?
- Who was the significant figure at the time? Why was she important?
- How did the Victorian era help us today? How does life compare to now?
- What were the major achievements of the Victorian times?
- Where does this era fit on our timeline?

Historical Skills

- S1** – Use dates to order and place events on a timeline
- S2** – Understand how our knowledge of the past is constructed from a range of sources
- S2** – Make confident use of a variety of sources for independent research
- S3** – Make Comparisons between aspects of periods of history and the present day
- S4** – Present findings and communicate knowledge and understanding in different

- ways
- S5** –Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies
- S5** – Note connections, contrasts and trends over time and show developing appropriate use of historical terms