
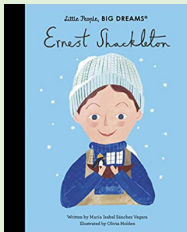



Whole School Key Learning in History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS</p> <p>K & U People and Communities: Past and Present Knowledge</p>	<ul style="list-style-type: none"> -Begin to know about my own life story. -Know I have a past. The past is the time that has gone by. -Identify similarities and differences between themselves and their peers. -Know about family structures and talk about who is part of their family. -Know there are many different families and not all families are the same. 	<p>Know I have grown and changed.</p> <ul style="list-style-type: none"> -Things/events happened before I was born. -My birthday is the day I was born. -Some people are famous. -Mae Jemison is a famous person who was the first African American woman to travel to Space. 	<ul style="list-style-type: none"> -Some people are famous for things they have done in the past. -Ernest Shackleton was an Antarctic explorer who led three British expeditions to the Antarctic. 	<ul style="list-style-type: none"> -Talk about the lives of the people around us. -Talk about farming in the past using photographs as prompts. (use of plough/tractor, forms of transport - combine harvester to hand tools, milk production/milk maid) 	<p>-Queen Elizabeth was Queen of England and ruled for over 70 years.</p> <p>Text:</p>  <p>-Queen Elizabeth's son, King Charles is King now.</p>	<ul style="list-style-type: none"> -Talk about the emergency services in the past using photographs as a prompt. (uniforms or/and vehicles) -To know that the emergency services still exist and what they do to help people. -I can name emergency services as the police, fire brigade, paramedics and coastguard. -I know I can phone 999 on a phone in an emergency.
Experiencing past and present in EYFS at Beaulieu	<p>Share pictures of their family.</p> <p>-Show children how there are many different families.</p>	Bring in baby photo. (RE link)	Pictures and paintings from the past	<p>Pictures from the past</p> <p>-Organise events using basic chronology – order trip day</p>	<p>Present children with images of familiar situations in the past; pictures from the past.</p> <p>-Explain differences</p> <p>-Stories</p>	Present children with images of familiar situations in the past; pictures from the past.
Skills:	<ul style="list-style-type: none"> Use everyday language related to time. -Talks about past and present events in their own life. -Knows about similarities and differences between themselves and others and among families. -Use talk to talk, ask and answer questions about their families. 	<ul style="list-style-type: none"> -Be curious and talk about non-fictional characters and show interest in stories about these characters. -Talk about Mae Jemison's bravery and consider when they have been brave. (link to school value) -Use simple language that relates to the passing of time. -Sequence photographs from parts of their life - simple chronological timeline of their life (baby, toddler, school child) 	<ul style="list-style-type: none"> -Talk about non-fictional characters in stories. -Talk about Ernest Shackleton's difficult choices he had to make and consider when they had to make a difficult decision. 	<ul style="list-style-type: none"> -Talk about experiences that are familiar to them and how these may have differed in the past. -Make observations and comments on images of familiar situations in the past. 	<ul style="list-style-type: none"> -Talk about some of the things they have observed in clips and photographs. -Question why things happen and give explanations for their ideas. -Begin to notice and talk about similarities and differences between things in the past and now. -Talk about and sort events into a simple chronological timeline to show Queen Elizabeth's life. 	<ul style="list-style-type: none"> -Answer 'how' and 'why' questions in response to artifacts and photos. -Develop their own explanations by connecting ideas and events. -Using pictures, begin to notice and talk about similarities and differences between things in the past and now. -Organise events using basic chronology.

Year 1/2 (Redwood) Cycle A Topic		Great Fire of London significant national event beyond living memory		Florence Nightingale & Mary Seacole Significance nationally/ internationally		Sinking of the Titanic local/ national/ international event
Key Learning		<p>The fire started in Pudding Lane on 1 September 1666.</p> <p>Evelyn and Pepys witnessed it and wrote about it in their diaries.</p> <p>The cause of the damage was poor firefighting, building materials, weather, chaos.</p> <p>Things that improved because of the fire were new buildings, better fire safety laws.</p>		<p>In 1800 women were not treated the same as men and could only do some jobs.</p> <p>Florence Nightingale and Mary Seacole both went to the Crimea during the Crimean War to nurse sick and injured soldiers.</p> <p>Both are remarkable and remembered but only Florence's life resulted in long lasting changes to nursing.</p>		<p>The Titanic sunk because it hit an iceberg, it was travelling too fast and the ship had design problems.</p> <p>The titanic had rich and poor passengers who were treated very differently- poor passengers shared rooms and had plain food. The rich passengers had a swimming pool, ensuite rooms and ate luxurious food.</p> <p>After the Titanic sinking, ship design became safer.</p>
Vocabulary		<p>The River Thames Pepys Evelyn Pudding Lane London Old New Now Then Eyewitness Sources (historical) Medieval (city) Plaque</p>		<p>Florence Nightingale Mary Seacole Crimea/ Crimean War Barracks Sanitation Cholera Memorial Significant/ Significance Legacy Remarkable Remembered Resonant</p>		<p>Titanic Carpathia Funnel Watertight Lifeboat Wreck Classes Port Starboard Bow Stern Steerage Classes Interpretation Sources (historical) Timeline Chronological Eyewitness Evidence Factors</p>
Year 1/2 (Redwood) Cycle B Topic		<p>Neil Armstrong Significant individual nationally/ internationally The first man on the Moon history pack</p>		<p>Toys – change within living memory Toys enquiry pack</p>		<p>Similarities and Differences between ways of life in different periods- medieval/ modern day Castles and castle life history pack</p>
Key Learning		<p>On 21st July 1969 Apollo 11, Armstrong and Aldrin landed on the moon.</p>		<p>Some toys have not changed over time like scooters and yoyos and some have like electric toys.</p>		<p>Some of the features of a castle are the keep, bailey, drawbridge, moat.</p>

		<p>The landing on the moon is celebrated through coins, stamps and statues.</p> <p>We know people landed on the moon because it was recorded on film and written about in newspapers.</p>		<p>Play was different in the past because they played outside more. They had less toys to play with.</p> <p>Over time the materials and technology used to make toys has changed.</p>		<p>Castles started as hill forts, were then built in wood then in stone.</p> <p>Castles aren't built any more because of changes in how we live and changes the way in which battles are fought/ weapons.</p>
Vocabulary		<p>Neil Armstrong Buzz Aldrin America Russia Moon Earth Lunar Apollo 11 Astronaut Commemorative/ Commemorated Symbol Plaque Significant Cause Effect</p>		<p>Gender Appearance Material Evidence Before After Artefacts Sources Replica First-hand Timeline Museum Similarities Differences Exhibition Curator Continuity</p>		<p>Motte and bailey Keep Drawbridge Moat Hill forts Banquet Trebuchet Fortification Sieges Defended Attacked Societies Medieval Earliest Tableau</p>
Year 3/4 (Chestnut and Maple) Cycle A Topic			Saxon & Scots settlement <i>Anglo-Saxons the ruin of Britain pk</i>		Viking & Anglo-Saxon conflict	
Key Learning			<p>The Anglo-Saxons were not just a single people (Angles, Saxons, Franks and Jutes) and they came from different places.</p> <p>The Anglo-Saxons invaded Britain because of push reasons like population growth and pull reasons like good farm land and natural resources.</p> <p>Britain was split into different Anglo-Saxon kingdoms and some important leaders were Offa, Redwald and Alfred.</p>		<p>The Viking age was from about AD700 to 1100.</p> <p>Many Vikings left their homes in Scandinavia and travelled by longboat to other countries, like Britain and Ireland.</p> <p>Viking means 'raider' and their raids were recorded by Monks, Vikings and King Alfred.</p>	
Vocabulary			<p>Monks Roman Scots Anglo-Saxon Britons</p>		<p>Northern-Hemisphere Raider Latter Longboat Trader</p>	

			<ul style="list-style-type: none"> Kingdom Origin Raid Wessex Influx Angle Saxons Franks Jutes Cause Consequence Legacy Origin Conversion (Christian) Missionaries Push factors Pull factors Spectrum line Accounts Invasion Chronology Sources 		<ul style="list-style-type: none"> Saga Lindisfarne Scandinavia Plundering Conquering Homelands Evidence Stereotypical Sources Artefacts Archaeological Bias Excavation 	
Year 3/4 (Chestnut and Maple) Cycle B Topic	Stone Age to Iron Age Britain		The achievements of the earliest civilizations in depth study of Ancient Egypt		The Roman Empire & its impact on Britain <i>Roman Impact</i>	
Key Learning	<p>The chronology of historical periods is: Neolithic, Bronze Age then Iron age</p> <p>The first people only had natural materials to make shelters or clothes (wood, stone, bone, animal skins)</p> <p>Farming marked the start of the Neolithic and metals improved how it was done (iron was better than bronze).</p>		<p>The Nile gave Egypt water and mud for a settled life (fertile soil).</p> <p>Important produce was oil, papyrus, grain, honey.</p> <p>Men and Women did different tasks (women were not allowed to use a blade or go near the riverbank-crocodiles)</p>		<p>The Romans stayed in Britain for over 360 years.</p> <p>Some things stayed the same when Romans invaded like importing food and drink, places for towns (built on Iron Age settlements) and city design.</p> <p>Some things changed in Britain after the Romans invaded like roads, towns, foods, language and taxes.</p>	
Vocabulary	<ul style="list-style-type: none"> Skara Brae Neolithic Bronze Age Iron Age Replica Anachronisms Excavations Homo Sapiens 		<ul style="list-style-type: none"> Tutankhamun Howard Carter Nile Ptolemies Agriculture Hierarchy Pharaoh Afterlife Chores Produce (beans/crops) Scribes 		<ul style="list-style-type: none"> Britons Emperor Claudius Julius Caesar Britannia Romanisation Impact Significance Empire 	

			Burial Tombs Granary Ceremony Labourers			
Year 5/6 (Oak) Cycle A Topic	Ancient Greece <i>Greek Legacy pk</i>		Non-Euro contrast with Britain: <i>Maya</i>			
Key Learning	<p>The legacy of the Greeks can be talked about in terms of PLASTIK (Politics, Language, Architecture, Sport, Theatre and Arts, Ideas and Beliefs, Knowledge):</p> <p>Politics- Democracy and voting. Language- roots like micr (small) and astron (stars) Architecture- Columns/pillars. Sport- Olympics Theatre and Arts- Amphitheatre, tragedies and comedies. Ideas and Beliefs- Gods, Heroes and Monsters. Knowledge- Famous Greeks like Archimedes, Plato and Homer.</p>		<p>Mayan civilization lasted for a very long period, was at its height between 300 and 900 but Mayan people still live there now (Mexico, North America).</p> <p>Important Mayan achievements were in maths, astronomy, written language, farming.</p> <p>Mayans did not have metals (Stone Age Culture) but had more advanced understanding of Astronomy, maths etc that Britain/ Europe at the time.</p>			
Vocabulary	<p>Doric Ionic Corinthian Marathon Ostracons Ostracism Classical Neo-classical Amphitheatre Democracy Influence Legacy</p>		<p>Hieroglyphs Irrigation Lidar (Light, Detection And Range) Mesoamerica Dynasty Civilization Implication Conquest</p>			
Year 5/6 (Oak) Cycle B Topic		Local history Study: Beaulieu in WW2		British study that extends beyond 1066: <i>Thematic: changing power of monarchy</i>		Earliest civilizations overview of ALL (Egypt, Sumer, Indus Valley, Shang China) <i>Earliest Civilizations Overview Enquiry pk</i>

<p>Key Learning</p>		<p>The S.O.E (Special Operations Executive) operated from Beaulieu Estate during WWII</p> <p>Female agents trained at Beaulieu include Violette Szabo, Odette Churchill, Noor Inayat Khan, Nancy Wake, Lise de Baissac</p> <p>Some areas in the New Forest were also significant during WWII: RAF Ibsley Stoney Cross Airfield Ashley Range Buckler's Hard Lepe Calshot Canada Cross Breamore Hurst Castle</p>		<p>Know the four monarchs, when they reigned and something significant within their reign: King John 1199-1216 (Magna Carta/ lost lands in France) James I and VI 1603-1625 (joined kingdoms of England and Scotland / Catholic and Protestant divisions) Queen Anne 1702-1704 (Creation of Great Britain/ heavily influenced by others and sickly) Queen Victoria 1837-1901 (25 year seclusion of mourning/ Doubled the size of the British Empire)</p>		<p>Know the four civilizations, where and when they happened: Egypt Egypt, 3100BC Sumer 5000BC, India/ Pakistan Indus Valley 2600BC, Iraq Shang Dynasty China 1600BC, China</p> <p>All civilizations were located around rivers.</p> <p>Common attributes were: Use of metal, forms of writing, built cities and used mathematics</p>
<p>Vocabulary</p>		<p>Pill box Plaque Allied Nazi Europe</p>		<p>Monarch Monarchy Magna Carta Catholic Protestant British Empire Royal Assent Parliament Head of State Government Dictator Conquest Democracy Constitution Devolution</p>		<p>Mohenjo-Daro Sumerians Rosetta Stone Mesopotamia Legacy Kingdoms Civilizations Significance Settlements</p>