



Threads

Through our history curriculum, we have identified key threads: substantive concepts that run throughout our units, revisited each time in increasing depth. Whilst ensuring the children's learning is cohesive, they provide opportunities for the children to broaden their knowledge and further develop their skills in enquiry.

<p>Monarchy and Rule</p>	<p>Monarchy, power and rule.</p>	<p>Legacy</p>	<p>Achievements and legacies.</p>	<p>Invasion and Conflict</p>	<p>Invasion and conflict.</p>	<p>Exploration</p>	<p>Exploration – discovering new people and places; expanding territories.</p>
<p>Settlement</p>	<p>Settlement – the establishment of communities.</p>	<p>Technology and Discovery</p>	<p>Technology and Discovery: progress and advancements in science, maths, art and literature, etc.</p>	<p>Empire</p>	<p>Empire – the rise, downfall and influence of empires.</p>		
<p>Migration</p>	<p>Movement and migration.</p>	<p>Trade</p>	<p>Trade – developing societies, interactions and growth.</p>	<p>Religion</p>	<p>Religion – worship and beliefs.</p>		

Reception

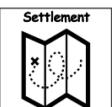
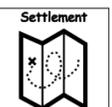
<p>Talk about past and present events in their own life and the lives of family members Know some similarities and differences between things in the past and now, drawing on their experiences. Talk about the lives of people around them and their roles in society.</p>	<p>Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Comment on images of familiar situations in the past</p>
<p>Through discussion about their own experiences and that of their families, such as birthdays, family holidays and celebrations the children will learn to talk about the past. They will begin to examine images and objects, to infer information and identify similarities and differences.</p>	<p>Through the exploration of stories, images and photos, the children will continue to learn how to identify people and events from the past and go on to compare and contrast.</p>	<p>Using photos of themselves, images of familiar settings in the past and present, images from stories or non-fictions texts, the children will learn, with support, to infer information through discussion.</p>

KS1

National Curriculum	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
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Year 1

Unit	Our Grandparents	London: Now and Past	Around the World
National Curriculum	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Changes within living memory. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements.
Overview	<p>Enquiry Question: What was it like when my grandparents were young?</p> <p>In this unit, the children will begin by asking and answering questions about their own families and grandparents, using pictures and discussion to reflect on the passing of time sorting images into time order. The children will discuss what is meant by ‘past’ and ‘present’ and create a simple timeline from the 1950s to the present. The children will explore similarities and differences between the schools in the past (their grandparents’ era) and present by examining objects and photos, before making comparisons between their experiences and that of their grandparents.</p>	<p>Enquiry Question: How do you think London has changed over the years?</p> <p>In this unit the children will draw upon their previous learning and develop it by investigating the history of their own local city, London. They will look at the changing landscape of London, the changing rulers and have a first look at some significant historical events that took place in London, such as the industrial revolution and Covid lockdowns. They will place these people and events within a chronological framework by examining, discussing and sequencing images and artefacts and begin to compare and contrast the different periods.</p>	<p>Enquiry Question: What were the changes that led to my community being the way it is?</p> <p>In this unit, the children will continue to develop their understanding of our community’s past by studying the history of flight and the Notting Hill Carnival. The children will begin by investigating some key historical achievements in flight, looking closely at significant events and individuals who have contributed to this history. The children will continue to develop their understanding of chronology by sequencing both in time order through discussion and imagery. They will be encouraged to consider the impact of flight on their community drawing on themes of diversity and the cultural enrichment of their community. They will discover that despite these developments being something that our city</p>

			celebrates, change has not always been welcomed in the past. Finally, the children's learning will take them to the Notting Hill Carnival as an example of that cultural impact. They will look at the history of Notting Hill Carnival and the subsequent changes that occurred as a result of it.
Skills	Chronology, investigating and interpreting, changes over time, similarities and differences, ask and answer questions,	Chronology, investigating and interpreting, changes over time, similarities and differences, ask and answer questions,	Chronology, investigating and interpreting, changes over time, ask and answer questions.
Threads		  	  

Year 2

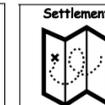
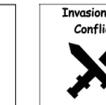
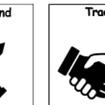
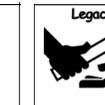
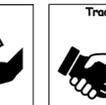
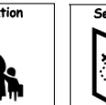
Unit	The Great Fire of London	Travel and Transport	Women Who Changed the World
National Curriculum	Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	The lives of significant individuals in the past who have contributed to national and international achievements.
Overview	<p>Enquiry Question: What caused the Great Fire of London and how did they stop it from happening again?</p> <p>In this unit, the children will learn about the Great Fire of London through pictures and eye-witness reports. They will use simple timelines to place people and events within a chronological framework and discuss the order of events. The children will be history detectives and investigate the reasons behind the start of the Great Fire of London. They will find out why the Great Fire burned down so many houses and ask the question, could more have been done to slow the spread of the fire? Continuing on, the children will then learn about how the people of London managed to live</p>	<p>Enquiry Question: What are the ways travel and transport have changed from past to present?</p> <p>In this unit, the children will continue to use simple timelines to place significant people, events and discoveries within a chronological framework: from the invention of the wheel to first moon landing. The children will follow lines of enquiry into particular forms of transport, for example the history of flight, during which will build on previous learning. They will compare and contrast, discuss changes that occurred, nationally and internationally and begin to discuss the reasons for those changes. The children will reflect upon particular advancements and their impact on people's lives, for example the use of trains in the 19th</p>	<p>Enquiry Question: Can you describe the life of an individual who has contributed to national and international achievements?</p> <p>In this unit, the children will be introduced to several women of inspiration who have contributed to national and international achievements, from Florence Nightingale to Malala Yousafzai. They will use simple timelines to sort people and events into chronological order, right up to within living memory. They will compare aspects of life in different places and periods whilst exploring the lives of each woman. In each they will reflect on their pasts, the</p>

	through the fire and the ways in which society and laws responded, including the ways in which the city was reimagined and rebuilt.	century: allowing for further comparisons between the ways of life in different periods.	contributions they made and the subsequent changes that occurred.
Skills	Chronology, ask and answer questions, start to use stories or accounts to distinguish between fact and fiction., cause and consequences, change over time.	Chronology, ask and answer questions, understand that there are different types of evidence that can help represent the past, changes over time, similarities and differences, cause and consequence.	Chronology, ask and answer questions, explore different types of evidence, similarities and differences, cause and consequence, changes over time
Threads	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <small>Legacy</small>  </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <small>Migration</small>  </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <small>Settlement</small>  </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <small>Technology and Discovery</small>  </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <small>Legacy</small>  </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <small>Migration</small>  </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <small>Exploration</small>  </div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <small>Technology and Discovery</small>  </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <small>Legacy</small>  </div> </div>

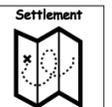
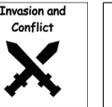
KS2

National Curriculum	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
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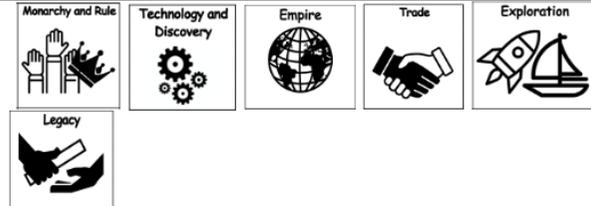
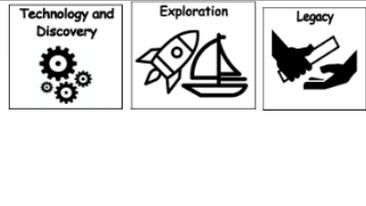
Year 3

Unit	Stone Age to Iron Age	Ancient Egypt
National Curriculum	Changes in Britain from the Stone Age to the Iron Age.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China
Overview	<p>Enquiry Question: Was Life Better in the Stone Age, Bronze Age or Iron Age?</p> <p>In this unit the children continue to develop their understanding of chronology, sequencing periods of history with the introduction of dates. The children will draw upon various sources of evidence, both primary and secondary to make inferences about each ‘age’. They will begin to consider fact that history can be interpreted in more than one way and consider the reasons for this. The children will look at societal changes from Stone Age to Iron Age and the reasons behind them, reflecting on both the positive and negative consequences of each change.</p>	<p>Enquiry Question: How were the Ancient Egyptians able to survive for 3000 years?</p> <p>The children begin this unit by looking at an overview of the earliest civilisations, including where they were located and when they took place. They will consider how Ancient Egyptian society was structured; what evidence from the past can tell us about them and the possible limitations of various sources of evidence. The children will reflect upon the importance of agriculture and the Nile as resource for Ancient Egyptians and the part it played in the development of this civilisation. They will consider the significance of their writing system and other advancements, drawing comparisons with concurrent periods of history.</p>
Skills	Chronology, cause and consequence, similarities and differences, continuity and change – with support, discuss reasons for change, investigate and interpret from multiple sources (primary and secondary) – begin to discuss differing interpretations.	Chronology, investigate and interpret from multiple sources – primary and secondary, cause and consequence, similarities and differences, continuity and change – with support, discuss reasons for change.
Threads	     	      

Year 4

Year 4			
Unit	Anglo Saxons and Vikings	A Local Study: London at War	The Kingdom of Benin
National Curriculum	Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A non-European society that provides contrasts with British history – one study chosen: Benin (West Africa) c. AD 900-1300.
Overview	<p>Enquiry Question: Did the settlement by Anglo-Saxons make England a better or worse place to live? Should the Vikings be viewed as just killers and thieves?</p> <p>The children will begin this unit by looking at how Saxon England began and what happened during the Anglo-Saxon period. They will extract information from various sources of evidence, to analyse and interpret. They will consider the source of each piece of evidence and possible limitations. The children will reflect upon daily life in Saxon England and make comparisons with people from another significant period, i.e. the Romans. They will consider how the Vikings invaders were viewed by the Anglo-Saxons and how the conflict between the two changed Britain.</p>	<p>Enquiry Question: How did World War II impact our local area and did anything positive come from it?</p> <p>In this unit the children will begin by looking at the reasons for Britain going to war in 1939. They will look at who was involved and key events during the war, including the Blitz. The children will consider the short- and long-term impact of the war on Britain: bombings, evacuations, rationing, how urban communities came together and what that was like. They will draw evidence from both primary and secondary sources, including different accounts of the same event, and reflect upon the reasons for those differences. This will run parallel with the children's investigation into the impact of WWII on their local area, Kennington: using evidence from a variety of sources, e.g. OS maps, aerial photographs, recounts from local individuals and fieldwork.</p>	<p>Enquiry Question: What was Britain's Role in the Downfall of Benin?</p> <p>In this unit, the children will learn about the Kingdom of Benin in the context of wider history: how it was established, its rise in power and eventual decline, reflecting on the part Britain played in this history.</p> <p>They will gather evidence from a range of sources to analyse and interpret, building a picture of what life was like in the kingdom of Benin and make comparisons with the lives of those living in Britain at that time.</p>
Skills	Chronology, similarities and differences, cause and consequence – identify more than one reason for events / actions.	Chronology, continuity and change – begin to independently identify important changes and consider reasons for them, cause and consequence – identify more than one reason for events / actions. Investigate different accounts of the same event.	Chronology, similarities and differences, cause and consequence, investigate different sources of evidence and different accounts of same event – explain the reasons for differences.
Threads	   	  	  

Year 5

Unit	The Romans	The Victorians	Space
National Curriculum	The Roman Empire and its impact on Britain.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a significant turning point in British history, for example, the first railways.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Overview	<p>Enquiry Question: How did the Roman Empire leave its mark on Britain?</p> <p>In this unit, the children will begin by exploring the rise of the Roman Empire, the power of its army and the reasons behind its invasion of Britain. Having already learned about the Stone Age to Iron Age, the children will be able to make direct links between the Iron Age and Rome's arrival in Britain. They will consider the 'Romanisation' of Britain and the rebellion of Boudicca, ultimately reflecting on the extent to which the Romans changed the lives of people living in Britain at that time.</p>	<p>Enquiry Question: How have our lives been changed by the Victorians?</p> <p>In this unit, the children will carry out a study into the significance of the Victorian period within the wider narrative of British history. They will contrast everyday lives during the Victorian era with modern British lifestyles; they will consider some of the major changes during that period and their effects on the physical, social and cultural landscape, including the impact of the railways and Industrial Revolution, and reflect on different perspectives of those changes. The children will learn about significant people and events of that time, drawing from a variety of sources and analysing the reliability of each one.</p>	<p>Enquiry Question: Can the developments in Space Travel be considered as important as those in other forms of travel in the past, e.g. the railways?</p> <p>In this unit, the children will continue to explore significant people and events in our global history and in the history of travel and transportation, building upon their previous learning in KS1 and KS2. They will continue to develop their chronological knowledge by mapping the history of space travel and examine the events that led to the moon landing in 1969. They will recognise that sometimes change is not abrupt and consider the impact these changes have had, and will have on societies, making comparisons with previous developments already studied, e.g. the railways.</p>
Skills	Chronology, cause and consequence – recognise when there is more than one - assess importance of each, change and continuity – recognise some changes are not abrupt.	Chronology, similarities and differences – within period and with another period studied, cause and consequence – impact on the people studied, continuity and change – using increasingly broad variety of evidence, e.g. census, to explore changes over time..	Chronology, change and continuity, similarities and differences, cause and consequence (past, current and future).
Threads			

Year 6

Unit	Ancient Greece	The Maya	Post 1066 Study: The History of Medicine
National Curriculum	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	A non-European society that provides contrasts with British history – one study chosen: Mayan civilization c. AD 900.	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; changes in an aspect of social history.
Overview	<p>Enquiry Question: Children to establish own line of enquiry into the impact of the Greeks.</p> <p>In this unit, the children will begin by looking at where the Ancient Greek civilisation is placed in time, identifying links between events and relating this timeline to others they have studied (e.g. Ancient Egypt, Iron Age). They will analyse the geography of Greece and consider how it shaped their lives; carry out an inquiry into the city-states and reflect on the strengths and weaknesses of each and consider the impact of Ancient Greece on the modern world. For each investigation, the children will gather evidence from a number of different sources and evaluate usefulness of each. Lastly, they will learn how to pursue an enquiry by examining a question; create a line of enquiry, then investigate.</p>	<p>Enquiry Question: How ‘civilised’ were the Mayans compared to other civilisations?</p> <p>In this unit, the children will begin by mapping out the location and duration of the Maya civilisation, including key dates of cities being built. Using their knowledge of periods of history previously taught, links will be made with those that are concurrent. They will also consider how the geography of central America would have impacted the Maya. The children will then go on to build a picture of what life was like in Maya by examining the archaeology of Mayan cities. They will reflect on the source of each piece of evidence and consider its usefulness. The children will learn about the beliefs and achievements of the Maya and continue to make comparisons with other civilisations, as they consider their enquiry question.</p>	<p>Enquiry Question: Which time period was the most important for new developments in medicine?</p> <p>In this unit, the children will carry out a study into the History of Medicine. They will focus on ‘medicine’ as an all-encompassing subject (medicine, surgery, public health), mapping out life-changing discoveries and the lives of significant people and events that impacted the pace of progress. They will revisit periods of history previously taught (Ancient Egypt, Romans, Victorians, WWII etc) to compare and contrast. They will reflect on evidence from a number of sources: archaeological artefacts, newspaper reports, personal accounts, medical journals, diagrams and photos – all of which will be analysed for their purpose and usefulness.</p>
Skills	Chronology, similarities and differences – between 3 time periods, suggesting why there may be similarities, cause and consequence – create a line of enquiry and investigate.	Chronology, similarities and differences between multiple periods studied, cause and consequence, independently select relevant sections of information to address questions.	Chronology, similarities and differences between multiple periods studied, cause and consequence, change and continuity – map changes over time, consider influences of wider aspects; investigate own line of enquiry by posing historically valid Qs.
Threads	