

Year Group	Empire (a group of territories under one ruler)	Civilisation (a human society made up of different cities. Evolution of use of land, culture and technology)	Parliament (discussion of public affairs and decision making through hierarchy/rule/laws)	Methods of Historical Enquiry	Timeline of Events
Year R/1					
Guy Fawkes	Understand the king ruled the country and was influential in the decision and rule making process (very different from today's monarchy).	Understand that we have a capital city and this is where parliament sits. Understand there is a parliamentary building where these discussions are had and decisions are made.	Understand that big decisions are made in parliament. Understand the right to vote (democracy). Introduce justice and fairness – everyone gets a say.	Understand that we can find information out from the past, for example, books, internet, museums and sometimes first- hand accounts. Understand where they can source this information. Use some of these sources to help them understand key events related to Guy Fawkes.	Understand this was beyond their living memory and those of their living relatives.
Great Fire of London	The ruling king was King Charles II.	Understand the proximity of buildings, the ways buildings were used. Understand how densely populated London was and how those living in the areas of London affected were poor/lower class.	Types of punishments people received for rule-breaking such as being given death penalty. Understand very different from today, for example, would go to prison.	Understand that we can find information out from the past, for example, books, internet, museums and sometimes first-hand accounts. Understand that much knowledge of The Great Fire has come from Samuel Pepys diary and his views and	Know the year this took place and can be plotted on a timeline. How this compares to when the gunpowder plot occurred (in the same century).

		<p>How living conditions led to significant disease (the great plague happened the year before). Understand the changes that have happened and how different London is today. Compare London and Hollingbourne and how they differ in terms of population, space for houses, green areas etc.</p>		<p>opinions of what happened. Develop further that it is useful to look at a range of sources to build understanding, rather than relying on one source. Understand where they can source this information. Use some of these sources to help them understand key events related to The Great Fire.</p>	
<p>Suфраettes (Emily Davison-from Kent, Emmeline Pankhurst-from Manchester)</p>	<p>Understand that not all people in society were treated equally and not everyone had the right to a vote. Understand that more organisations within society were run by the government and so suffragettes would target post offices and post boxes, for example.</p>	<p>Understand that most men felt women should not have the right to vote.</p>	<p>Understand that Emmeline founded the Women's Social and Political Union. Understand that peaceful methods of campaigning happened, such as lobbying by Suffragists. Understand that militant campaigning using unlawful and violent acts were carried out by Suffragettes.</p>	<p>Understand that we can find information out from the past, for example, books, internet, museums and sometimes first-hand accounts. Develop further that it is useful to look at a range of sources to build understanding, rather than relying on one source. Understand where they can source this information.</p>	<p>This occurred in the twentieth century and occurred after Guy Fawkes and The Great Fire of London. Would have perhaps happened within living memory of great grandparents.</p>

			<p>Understand that women were not able to vote until 1918. Understand this only came about because of the hard work and hardships faced by these two groups. Develop their understanding of punishments faced by these individuals, such as imprisonment. Some went on hunger strikes and were force fed. Women were also fined (instead of more severe punishments) on the agreement that they would remain peaceful.</p>	<p>Use some of these sources to help them understand key events related to The Suffragette Movement.</p>	
Year 2	Empire	Civilisation	Parliament	Methods of Historical Enquiry	Timeline of Events
Mary Seacole	<p>Build on the understanding that not all groups in society are treated equally (Mary Seacole was a black woman). Came from Jamaica which is overseen by the monarchy.</p>	<p>Understand that advances in British medicine drew Mary to England to train. She nursed many people who had diseases of the time, such as cholera and yellow fever. This</p>	<p>Reinforcing the understanding of the relationship between monarchy and parliament. Understand that Jamaican rules and laws were set up and exercised in the same</p>	<p>Build upon previous learning and understanding around different information sources. Begin to understand that not all internet-based research are reliable or accurate.</p>	<p>Understand the time this took place (nineteenth century) and how this can be plotted against previous learned events, such as The Great Fire of London.</p>

	Understand Mary was born in the time where many black people were used as slaves. Understand that Mary helped the war effort in Crimea by offering to nurse the soldiers in the war that was happening abroad.	builds on understanding of wide spread disease. She started the British Hotel Hospital and did not discriminate against her patients. Understand that Mary was key in helping others to train and progress.	way as those in England.	Understand that importance of key historical figures may change dependent upon who it is in charge (to illustrate to children she was 'lost' in history for a time-woman/black?).	
Kings and Queens (Henry VIII, King Charles II, Elizabeth I, Queen Victoria, Elizabeth II)	Understand what monarchy is. Understand what parliament is and how they rule in tandem.	Understand changes during different monarch reigns, for example, industrial revolution under Queen Elizabeth I and development of arts and music under Queen Victoria).	How the monarchy's power over the population has decreased over time (for example, Henry VIII vs Elizabeth II).	Understand it is important to use a range of sources to research different kings and queens over time.	Understand the order of the named kings and queens opposite). Understand the idea of 'era' and that some eras in time were named after monarchs, for example, Victorians, Elizabethans.
Year 3/4	Empire	Civilisation	Parliament	Methods of Historical Enquiry	Timeline of Events
Stone Age to Iron Age	Understand that there was no set ruler or central government but people lived within small settlements. Understand that throughout these ages settlements changed from shelters such as cave dwellings and	Understand that discovery of materials led to development of tools, which impacted on the way in which the land was used. Understand that as knowledge of raw materials and using them effectively	Rule and laws would have been made in each settlement and were not likely to have been the same from place to place as there was no central laws etc. Understand that early dwellers of the stone	Understand the importance of looking at artefacts to help us develop an understanding of how they lived. Understand that sources in books and on the internet may	Plot the key moments in time that happened throughout these three ages. Understand the order of the ages and why the changes happened. Understand where they sit on the timeline.

	<p>stone and animals skins to later living in settlements with other families (tribal like). Understand that, later on, in the iron age, people lived in protected hill forts.</p>	<p>developed, this was a key turning point for these ages. They would use them to make tools, weapons, jewellery etc. Understand that as raw materials became available, the people used them to trade. Understand that people travelled from Europe had a good understanding of how to mine raw materials and how to use them effectively, for example, mixing bronze with iron ore to make steel, a much stronger metal.</p>	<p>age were less civilised and lived in much smaller, normally family groups. They were quite often nomadic and moved with the seasons. Later on, when living in hill forts (in the iron age), communities were far more civilised and had developed a hierarchy with rules and specific trades. These communities were more organised and often had elders who were more knowledgeable and respected. This is when story telling would have likely begun.</p>	<p>vary and time frames may differ.</p>	<p>Understand the difference between BCE and ACE. Understand this was an extremely long time ago.</p>
The Victorians	<p>Build on understanding of Queen Victoria. Understand that the Queen worked closely with the country's Prime Minister. Monarchy and succession (when one monarch dies, what</p>	<p>Development of schools begins to happen. Understand child labour is beginning to be phased out. Understand there was a big rich and poor divide.</p>	<p>Parliament passes the Education Act (1880) that all children had to go to school from 5-10 (although children of working classes still would have worked after being educated). Understand that despite attempts to</p>	<p>More reliable sources of information as this is a more recent era in history. Understand there are more 'paper' trails to help us, for example, statutes and laws.</p>	<p>Understand this is within great grandparents living memory. Developing further understanding of era (from Year 2).</p>

	<p>happens to the throne).</p> <p>Understand and build upon knowledge already gained about the monarchy.</p> <p>Understand who preceded Queen Victoria and who succeeded her.</p>	<p>Understand that the 'ragged schools' were born in this period, learning about Barnardo and Shaftsbury.</p> <p>Understand the attempt to improve conditions for some poorer people and began to lessen the gap between the classes.</p> <p>Understand that even though education was beginning for the poorer classes, the difference between then and our schools now.</p> <p>Understand the range of jobs young children were expected to carry out such as chimney sweep, working in the mines and mills.</p> <p>The Industrial Revolution begins.</p> <p>Understand that poor people and orphaned children had no access to any state help and were placed in the</p>	<p>narrow the gap between the rich and poor, there were huge discrepancies between these classes.</p> <p>Understand that if you were born poor, you stayed poor and this was passed from generation to generation.</p>	<p>Build upon prior understanding from Year 2.</p> <p>Understand that more and more people were learning to read and write.</p> <p>Understand and use information to tell us more about how the Victorians lived, such as census, photographs, architecture, for example, our school building.</p>	
--	---	---	--	--	--

		<p>workhouse (that was the only way they were able to survive). Those who were rich had holidays by the sea to help improve their health.</p> <p>Understand that living conditions, diet, sanitation and conditions if you were poor were very bad.</p> <p>Understand that lower class children would have had jobs from as young as 5 and they would be relied upon to bring in income for the family.</p> <p>Comparisons are drawn with a poor child living in Victorian times and now.</p> <p>Comparisons made of then and now and how inventions revolutionised peoples' lives and many of these are still being used today.</p>			
Anglo-Saxons, Scots and Picts	To understand that each 'tribe' of Scots and Anglo-Saxons were	Understand that Scots travelled from Ireland. They invaded and	Understand that after the Anglo-Saxons had invaded and settled,		Understand that this era came just after the

	<p>self-governed. There was not a central government or an individual group that 'oversaw' the people.</p>	<p>settled in the northern part of Britain (now Scotland)</p> <p>Understand that the Anglo-Saxons were migrants from Northern Europe who invaded and settled through the rest of Britain.</p> <p>Understands that the picts originated from Scotland (they were descendants of the Iron Age people of Scotland) and tried to invade Briton.</p> <p>Understand that Britons were unprepared for fighting after the departure of the Romans which made them extremely vulnerable to attack.</p>	<p>there were seven distinct kingdoms that divided Britain.</p>		<p>Romans had left Britain.</p>
Swing into the 60s	<p>Understand that the UK changed considerably after WW2 and the start of this decade was only 14 years after the end of WW2, therefore people still had experiences of</p>	<p>Understand that throughout the 1960s there was a clear progression in lifestyle, fashion and culture.</p> <p>Understand the 1960s brought more aspiration to people who felt they wanted</p>	<p>Understand that people were beginning to speak out more freely about injustice.</p> <p>Lots of civil rights movements began and gathered momentum in the 1960s such as civil rights movement,</p>	<p>Listen to music, look at clothing, talk to grandparents (who may well be able to give first-hand accounts of the time), watch videos and look at photographs of the time.</p>	<p>Understand that this era is within living memory of grandparents. Some relatives may have lived through this era and be able to give some first-hand accounts of the time.</p>

	<p>rationing and loss of loved ones and had seen the UK being rebuilt after devastating bombing. The UK was still ruled by one elected government and had Queen Elizabeth II on the throne. The 1960s was a time when people were gaining more freedom of expression in fashion, music and lifestyles.</p>	<p>to break the mould and the beginnings of being individual and not necessarily following in parents' footsteps. The mass production of nylon and polyester meant that clothing was more comfortable, fashionable and accessible. Understand that the 1960s brought more high street fashion rather than women making their own clothes.</p>	<p>votes for everyone, wanting peace and anti-war movements like CND. Understand that there were shifts in law, politics and media which reflected a new individualism and a growing appetite to live in a more 'liberal' permissive society. Understand that regular, working classes were more likely to revolt against things they thought were wrong. Ideas such as rallies, marches and protests were beginning to become more common.</p>	<p>Use books and online resources to give a greater understanding. Look at other sources to help understand the era, such as album cover sleeves etc.</p>	
The Romans	<p>Were controlled by an emperor based in Rome. Roman leaders were elected and called senators (often based in countries they had invaded). These were not born into these roles, they earned them, although money</p>	<p>Romans wanted more and more power and as a result invaded lots of countries. Romans took over the cities they invaded and used their Roman 'model' to establish rules and hierarchy. Understand how Romans lived and</p>	<p>Understand that some emperors had a big impact on Britain and that some were important and remembered in British history, for example, Hadrian's Wall. Understand that Romans had specific rules and laws and</p>	<p>Understand that there are a range of sources that can be used to determine how the Romans lived, for example, examine artefacts and photographs of buildings and artefacts. An understanding that there are a range of</p>	<p>Understand that this is a period in time that comes after the Iron Age (prehistoric age) and that Roman history was recorded by learned individuals.</p> <p>Understand that Roman rule lasted approximately 420</p>

	and power had a big influence on who was to be elected senator. All citizens of the Roman Empire followed the same rules that were set by the emperor in Rome.	some of the technology they invented and used to make their lives easier, for example, roads, villas, bath houses, chariots etc. Understand that Romans built with stone, built foundations and had more complex and luxurious buildings and technology, such as underfloor heating.	were considered a civilised society for the time.	Roman remains that can be used today to give us more detail on how they lived. Understand that coins found are an accurate method to date the era they come from as they contain dates. They also help us with other information, such as emperor names.	years and straddled BCE and ACE. Understand this is not within any relatives living memory.
Year 5/6	Empire	Civilisation	Parliament	Methods of Historical Enquiry	Timeline of Events
Ancient Egypt	Understand that the ancient Egyptians were ruled by one King/Pharaoh. Understand that Pharaohs and their succession and hierarchy were based on family line and sons inherited thrones from fathers. Understand that not all people in the ancient society of Egypt were treated equally and that there was a clear	Understand that most cities, towns and villages were placed along the edges of the River Nile. Understand that the River Nile provided these people with everything they needed to live and survive, including food, trade, water, travel etc. Understand that the Ancient Egyptians believed in a number	Understand that rules and laws were made and enforced by the pharaoh. The pharaoh had a range of advisers around them that assisted them in running the country. Understand that although the pharaoh oversees the running of the country including laws etc, the nobles would rule different regions of	Understand that a range of different sources can be used to find out about ancient life, for example, canopic jars, sarcophagi, papyrus finds etc. Artefacts can be used to help determine how people lived, what they ate, what tools they used and how advanced their society was.	Understand that this civilisation began around over 5000 years ago. Understand the difference between BCE and ACE and know how to calculate these.

	<p>hierarchical order with the King/Pharaoh at the top and the slaves at the bottom.</p>	<p>of different gods who each had a variety of purposes. Understand that the Ancient Egyptians believed in an afterlife and that this had a huge effect on how they would live their life and how they planned for the afterlife. Understand that people of wealth and power would take elaborate steps to ensure they were successful at gaining entry into the afterlife by a range of means such as the process of mummification, being buried in a tomb with their most precious belongings etc. Understand the intelligent way in which the Ancient Egyptians built using the pyramids as an example. There were two main parts of</p>	<p>Egypt on behalf of the Pharaoh. Understand that slaves were those who had been captured when battles happened and they belonged to Egypt, they would be used to help construct buildings such as the pyramids.</p>	<p>Artefacts including written documents (if available) can be used to find out more about ancient societies. However, they must also understand that as translation of ancient languages often have to be used, this information may not be entirely accurate. Understand that when researching ancient civilisations, dates and information may differ as these societies were around thousands of years ago. Understand archaeological discoveries and how they have contributed to our understanding of the ancient civilisations, such as Howard Carter's discovery of the tomb etc.</p>	
--	--	---	---	---	--

		Ancient Egypt – Upper and Lower Egypt.			
Ancient Greeks	<p>Understand that the Greeks developed government and organised their citizens according to constitution and laws. They raised armies and collected taxes. Each Greek city-state were known as Poleis and they believed each separate state was protected by a particular god or goddess. Hereditary kings were mainly overthrown and each Greek state was run by a small number of wealthy aristocrats. These people monopolised political power and as a result had all the best land and controlled everything. The poor had no political rights and were powerless against these rich individuals.</p>	<p>Understand that the Greeks have had a huge impact on our language as well as our civilisation through inventions and setting rules and laws through 'government'. Each Greek state spoke the same and held many of the same customs, however, they were each very separate from one another. Greek economy was based on agriculture not trade, therefore land was a most important asset.</p>	<p>Understand that there were four common systems of Greek government – democracy, monarchy, oligarchy and tyranny. Understand that different places in Ancient Greek times had different rules depending upon the type of government that ruled them.</p>	<p>Understand that a range of artefacts may be used to learn about ancient peoples. Understand that many modern day inventions and language originate from the Ancient Greeks.</p>	<p>Understand that Ancient Greek civilisation began almost 3000 years ago. Understand how this compares to other historical societies, such as the Ancient Egyptians.</p>

The Mayans	<p>Understand that the Mayans lived in Central America as well as parts of Mexico.</p> <p>Understand the Mayans were deeply religious people.</p>	<p>Understand that the Mayans lived in organised cities with lots of amenities. They built impressive temples/pyramids, palaces, monuments and cities.</p> <p>They developed a thriving, complex civilisation.</p> <p>Understand they valued intelligence and learning as well as studying the stars and planets.</p> <p>Understand the food the Mayans ate and why some foods were so important to them, for example maize and chocolate.</p>	<p>Understand that the Mayans established a complex political system.</p> <p>Understand the Mayans developed complex counting systems as well as a writing system and also invented calendars to keep track of time.</p>	<p>Understand that our knowledge of the past is constructed from a range of sources and different versions may exist.</p> <p>Understand that evidence may exist documenting ideas and observations from those who have visited areas and civilisations.</p>	<p>Understand the ancient Mayans began around 2000BC and was at its peak around 300BC.</p>
Anglo Saxons and Vikings	<p>Understand what Britain was like before the Vikings invasions.</p> <p>Understand that UK was split into different kingdoms under the rule of the Anglo Saxons.</p> <p>Understand that a king ruled over one or more of these kingdoms –</p>	<p>Understand that Vikings did not believe in one god, but many.</p> <p>Understand how later, Christianity became part of Britain.</p> <p>Understand how Viking settlement of Britain affected the Anglo Saxons.</p>	<p>Understand why King Alfred was known as The Great.</p> <p>Understand how England became a unified country.</p> <p>Understand the end of the Anglo Saxon and Viking era.</p>	<p>Discuss Viking and Anglo-Saxon artefacts and how these might help explain life in these times.</p>	<p>Understand that the Anglo-Saxons had seven separate kingdoms in England by the year AD 600.</p>

	<p>they were responsible for making decisions and laws.</p> <p>Understand that once the Vikings invaded, claim was made on the different kingdoms to be ruled by the Vikings. They invaded and took over various regions of the UK.</p> <p>Understand that once the Vikings had established their hold in the UK, they would demand bribes (Danegald) in exchange for no attacks.</p>	Understand what life was like for Vikings living in Britain.			
World War II	<p>Empire (a group of territories under one ruler)</p> <p>Understand that Britain has a Queen or King as head of state, however, political decisions are made by the political party who is in power and the Prime Minister runs the country.</p>	<p>Civilisation (a human society made up of different cities. Evolution of use of land, culture and technology)</p>	Parliament (discussion of public affairs and decision making through hierarchy/rule/laws)	Methods of Historical Enquiry	Timeline of Events