

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Historical Skills
Reception	Ourselves Comparing photos of me from the past (baby) to now – what has changed? Celebrations Learning about the history of different celebrations	- How are you different? - What is the same? - What has changed? - Learning about Halloween - Learning about Bonfire Night - Learning about the Christmas story	N/A	Baby, features, face, past, grown, time, small, big Halloween, Bonfire Night, Christmas, Nativity, past, story, houses of parliament, treason, Bethlehem, Jesus	N/A
Year 1/2	Castles <i>Royal celebrations within living memory. Windsor (Royal family)</i> WINDSOR CASTLE TRIP	<ul style="list-style-type: none"> What are the features of castles? How have castles changed over time? Who lived in castles and what were their lives like? 	Can I use correct vocabulary to label parts of a castle? Can I name significant people that live in castles? Can I recall events in the past?	Castle, arrow loop, barbican, battlements, drawbridge, moat, tower, portcullis	<ul style="list-style-type: none"> Use a wide range of vocabulary of everyday historical terms.
Year 3	Changes in Britain from the Stone Age to Iron Age CHILTERN OPEN AIR MUSEUM TRIP	-What does prehistory mean? -Can I put events in chronological order? -What kind of sources tell us about the Stone Age? -Can I make deductions from primary sources? -Can I understand what humans needed for survival in the Stone Age? -Can I understand what was found at Skara Brae and why it is important? -Can I understand what copper mining meant to the people of the Bronze Age? -To find out about life in the Bronze Age and how this compares to the Stone Age. -Can I understand how evidence about Stonehenge can give us different answers about the past?	How do we know about pre-historic Britain? How did pre-history Britain change from the Stone Age to the Iron Age? Why did pre-historic Britain end?	Palaeolithic, Mesolithic, Neolithic, BC, AD, Prehistoric, chronological, artefact, deduce, archaeologist, Stone Age, Bronze Age, Iron Age, timeline, settlement, flint, tribes, Celtic Skara Brae, copper, hill forts	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop appropriate use of historical terms. <ul style="list-style-type: none"> They should address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

		-Can I understand how and why hillforts were developed in the Iron Age?			<ul style="list-style-type: none"> They should understand how our knowledge is constructed from a range of sources.
Year 5	Ancient Greeks <i>A study of Greek life and achievements and their influence on the western world</i> GREEK DAY	-I can explain how the Greek empire changed and grew. -I can name, and place in chronological order, the main time periods of ancient Greece. -I can explain the difference between a democracy, oligarchy and a monarchy in ancient Greece and explain the advantages and disadvantages -I can list some similarities and differences between the two city-states of Athens and Sparta and explain my views and opinions -I can describe what daily life in ancient Greece was like. -I can explain the importance of religion in the everyday life of ancient Greeks. -I can use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses. -I can discuss some of the main ideas and beliefs of the philosophers/scholars learnt about. -I can name some ancient Greek ideas or developments that still influence us today	What where and when the Ancient Greek civilisation existed and order events on a timeline ? What are some significant events from the history of Ancient Greece? What was the Greek Empire and how it was established, maintained and what impact did it have on the wider world?	acropolis, archaeologist, architecture, artefacts, Athens, assembly, citizens, city states, civilisation, culture, democracy, empire, government, legacy, monarchy, mythology, oligarchy, Olympics, Parthenon, philosophy, settlement, Sparta,	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop appropriate use of historical terms. <ul style="list-style-type: none"> They should address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge is constructed from a range of sources.

Lent Term

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Historical Skills
Reception	People Who Help Us Comparing old and new – looking at people who helped us in the past	- Comparing photos - What is the same, what is different? - What has changed over time?	N/A	Police, ambulance workers, firefighters, post people, lifeguards, uniforms, car, vehicle, old, new, past, time, history	N/A
Year 1/2	Great Explorers <i>Shackleton, Armstrong and Matthew Henson, Mary Anning</i>	Why do we remember significant people? How are significant explorers remembered?	What is xxx famous for? (choose person) Why is xxx significant to our lives today? (choose person)	Explorer, event, Compass, explore, navigate, exploration, voyage, obstacle, challenge, journey, preparation, vessel	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Use a wide range of vocabulary of everyday historical terms. Pupils should know where the people and events they study fit within the chronological framework.
Year 3	Ancient Egyptians <i>The achievements of the earliest civilizations</i> EGYPTIAN DAY	-Who Were the Ancient Egyptians? -Can I find out about ancient Egyptian life by looking at artefacts? -Can I compare and contrast the powers of different Egyptian gods? -Can I understand what was important to people during ancient Egyptian times? -Can I compare and contrast the Egyptian writing with my own?	How are pharaohs remembered? How do we know about Egyptian life? Why was the Nile so important?	Pharaoh, papyrus, canopic jar, sarcophagus, tomb, hieroglyphics, mummification, pyramid, after life, BC, AD, River Nile, artefacts, Tutankhamen, myths, Isis, Osiris, Amun, Anubis, Horus	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop appropriate use of historical terms. They should address and sometimes devise historically

		<p>-Can I understand and explain the ancient Egyptian ritual of mummification?</p> <p>-Can I understand how evidence can give us different answers about the past?</p> <p>-Can I imagine I am Howard Carter discovering the tomb of Tutankhamen?</p>			<p>valid questions about change, cause and significance.</p> <ul style="list-style-type: none"> • They should understand how our knowledge is constructed from a range of sources.
Year 5	<p>World War 1</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p>- Can I investigate the elements that led to the start of WW1?</p> <p>- Who was Archduke Franz Ferdinand and what was his significance to the start of WW1?</p> <p>- What is trench warfare and what was life like for soldiers in the trenches?</p> <p>- Can I investigate the roles and jobs of animals in the war?</p> <p>- What was life like in Britain during WW1?</p> <p>- Can I investigate the events which led to the end of WW1?</p>	<p>What events led to the start of WW1?</p> <p>What was life like for soldiers on the Western Front?</p> <p>Why was the Battle of the Somme significant?</p> <p>What technological advancements were made during WW1 and how did they change warfare?</p> <p>How were animals used in WW1 and what were the advantages and disadvantages of their involvement?</p> <p>What was life like in Britain for the civilians who did not go to fight in the war?</p> <p>How did WW1 end and what happened in Europe afterwards?</p>	<p>alliance, armistice, artillery, Battle of the Somme, conscription, front line, infantry, no man's land, treaty, trench, trench foot, trench warfare, Triple Alliance, Triple Entente, Western Front</p>	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Note connections, contrasts and trends over time and develop appropriate use of historical terms. • They should 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 is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.

Pentecost Term

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Historical Skills
Reception	<p>Under the Sea Learning about Climate change – how has our planet changed? Comparing sea photos from the past to now</p> <p>Dinosaurs (topic chosen by children in 2023) Learning the names and traits of the dinosaurs from the past. Learning about the changes of dinosaurs to humans over time.</p>	<ul style="list-style-type: none"> - Comparing photos <ul style="list-style-type: none"> - What is the same, what is different? - What has changed over time? - - What do you notice? - What are the dinosaurs called? - When did they live? - How did they change over time and how can we compare them to today's animals. 	N/A	<p>Old, new, past, present, future, ocean, sea, marine life, animals, climate change, planet, recycling, eco, Earth.</p> <p>Dinosaur, dinosaur names, evolution, history, time, changes, adapt, evolve, carnivore, herbivore, omnivore.</p>	N/A
Year 1/2	<p>200 years of Transport <i>Linked to the invention of the locomotive and the aeroplane The Wright Brothers and Amelia Earhart</i> RAF MUSEUM TRIP</p>	<p>What was the first aeroplane flight- who and where? Who invented the aeroplane? What were the events in the Wright Brother's lives? Who was Amelia Earhart? How do aeroplanes work?</p>	<p>Who were the Wright Brothers? Who was Amelia Earhart? How has transport changed over time?</p>	<p>Wright brothers, Amelia Earhart, aviation, Leonardo Da Vinci, Amy Johnson, hot air balloon, engine, propellor, flight, transport.</p>	<p>Recognise why people did things, why events happened and what happened as a result. They know and recount episodes from stories about the past Identify differences between ways of life at different time. Use a wide range of vocabulary of everyday historical terms. Pupils should know where the people and events they study fit within the chronological framework.</p>

Year 3	Tudors – Rich and Poor <i>Henley River and Rowing Museum</i>	<p>-Can I find out who the Tudors were and place them in British history?</p> <p>-Can I understand the Tudor family tree?</p> <p>-Who was Henry VIII?</p> <p>-Can I explore the differences between the rich and the poor in Tudor times?</p> <p>-Can I explore the foods eaten by rich and poor Tudors?</p> <p>-Can I identify the difference between rich and poor houses in Tudor times?</p> <p>-Can I find out what people wore in Tudor times?</p> <p>-What was family life like in Tudor times?</p>	<p>Why are the Tudors so important in British history?</p> <p>Who was Henry VIII?</p> <p>Why did Henry VIII have so many wives?</p> <p>What was different for the rich and poor in Tudor times?</p>	<p>Henry Tudor, King, Queen, Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Katherine Parr, throne, reign, heir, monarch, Spanish Armada, William Shakespeare</p>	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop appropriate use of historical terms. • They should address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should understand how our knowledge is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.
Year 5	Crime and Punishment	<p>Can I understand some of the terms used in crime and punishment?</p> <p>Can I find out about what the Romans believed about crime and punishment?</p> <p>Can I find out how the legal system worked in Anglo-Saxon Britain?</p> <p>Can I compare both the modern British and Roman justice system with that of the Anglo-Saxons?</p> <p>Can I find out about different punishment methods that were popular during the Tudor period?</p>	<p>How has crime and punishment in Britain changed since Roman times?</p> <p>How do modern methods of crime prevention and detection compare with what happened in the past?</p> <p>How do our modern day legal and justice systems compare with those of the past?</p>	<p>deterrent, Dick Turpin, execution, highway man, humiliation, judge, jury, justice, legal system, ordeal, treason, trial, victim</p>	<ul style="list-style-type: none"> • To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history • Be able to address historically valid questions about change, cause, similarity and difference and significance

		<p>Can I find out about the life of Dick Turpin based on historical sources?</p> <p>Can I find out about the experiences of Victorian prisoners?</p> <p>Can I compare modern methods of crime prevention and detection with what existed in the past?</p>			<ul style="list-style-type: none">• Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this• Note connections, contrasts and trends over time and develop the appropriate use of historical terms
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Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Historical Skills
Reception	Ourselfs Comparing photos of me from the past (baby) to now – what has changed? Celebrations Learning about the history of different celebrations	<ul style="list-style-type: none"> - How are you different? - What is the same? - What has changed? - Learning about Halloween - Learning about Bonfire Night - Learning about the Christmas story 	N/A	Baby, features, face, past, grown, time, small, big Halloween, Bonfire Night, Christmas, Nativity, past, story, houses of parliament, treason, Bethlehem, Jesus	N/A
Year 1/2	Our town <i>Local devised study unit</i> LOCAL WALKS	-What do we know about Marlow? Can we name local landmarks? Can I compare images of past and present Marlow? Can I learn about significant people of Marlow? Can I talk about the history of Court Gardens? Can I talk about events in Marlow in the past and present? Can I talk about what I have learnt about the history of Marlow?	How has Marlow Changed throughout the years? What significant buildings can we find in Marlow? Can I name and talk about significant historical people from Marlow?	Marlow, history, evidence, Marlow Museum, archives, Court Gardens, Sir Steve Redgrave, past, timeline, River Thames,	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Compare adults talking about the past – how reliable are their memories? <ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past. • Discuss reliability of photos/ accounts/stories <ul style="list-style-type: none"> • Use a wide range of vocabulary of everyday historical terms. • Pupils should know where the people and events they study fit within the chronological framework.

Year 4	<p>The invaders – ROMANS</p> <p><i>The Roman Empire and its impact on Britain</i></p> <p>VERULANIUM TRIP OR VIRTUAL WORKSHOP</p>	<p>Can I recognise how Britain has been influenced and shaped by the Roman occupation?</p> <p>Can I explain the spread of the Roman empire and recall key facts about the invasion of Britain?</p> <p>Can I understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made?</p> <p>Can I understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made?</p> <p>Can I describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall?</p> <p>Can I understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped?</p> <p>Can I explain what the Roman baths were and know about the different amenities they contained?</p>	<p>Can I describe why the Romans are remembered?</p> <p>How do we know about Roman life in Britain?</p> <p>Why are the Romans so important?</p> <p>How have the Romans influenced our lives today?</p>	<p>Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, camber, highway, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts, Gods, goddesses, ritual, sacrifice, worship, festival, omen, superstition, prayer, Roman baths, tepidarium, frigidarium, caldarium, springs, strigil, aqueduct and great bath.</p>	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Note connections, contrasts and trends over time and develop appropriate use of historical terms. • They should address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should understand how our knowledge is constructed from a range of sources.
<p>Year 6</p> <p>Advent 1</p> <p>Advent 2</p>	<p>Victorians</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>A local history study</i></p>	<p>-Can I find out about the life of Queen Victoria?</p> <p>-Can I investigate what the Industrial Revolution was and how it affected Britain?</p> <p>-Can I find out about important inventions of the Victorian era?</p> <p>- Can I find out about health, disease and medicine in Victorian Britain?</p> <p>-Can I find out what Victorians did during their leisure time?</p> <p>-Can I explore the importance of the British Empire?</p>	<ol style="list-style-type: none"> 1. Can I research what Marlow was like in Victorian times? 2. Can I explain the key changes in Victorian times that have had an impact on my life today? 3. Can I explain how the British Empire has had an impact on modern British life? 	<p>Victorian Era, Victorians, class, wealth, upper-class, lower-class, middle-class, diet, revolution, industrial, industrial revolution, crime, punishment, law, Britain, lashes, workhouse, Dr Barnardo, Empire, era, reign, Spinning Jenny, Cholera, antiseptic, anaesthetic,</p>	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Note connections, contrasts and trends over time and develop appropriate use of historical terms. • They should address and sometimes devise historically valid questions about change,

					<p>cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.
	World War 2	<p>Can I explain why World War II began and order events from early World War II on a timeline?</p> <p>- Can I explain when, where and why children were evacuated?</p> <p>- Can describe how people's diets were different during World War II?</p> <p>- Do I understand the implementation of rationing?</p> <p>- Can I find out about women's wartime jobs and describe what they entailed in detail?</p> <p>- Do I understand what the Holocaust was and how it impacted the lives of Jewish people in Europe?</p> <p>- Can I describe what happened during some key events from World War II and order events on a timeline?</p>	<ol style="list-style-type: none"> 1. Can I explain how Great Britain was involved during WWII? 2. Can I describe how it might have felt to have been evacuated? 3. Can I reflect upon the events of WWII and the Holocaust and remember the people impacted by it both at the time and since? 	<p>World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book, Rationing, Dig for Victory, Lord Woolton, women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS), Holocaust, anti-Semitism, prejudice, Nazi, genocide, Jewish, scapegoat, values, human rights, discrimination, persecution, Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb</p>	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Note connections, contrasts and trends over time and develop appropriate use of historical terms. • They should 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 is constructed from a range of sources and that different versions of past

events may exist, giving reasons for this.

Lent Term

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Historical Skills
Reception	People Who Help Us Comparing old and new – looking at people who helped us in the past	- Comparing photos - What is the same, what is different? - What has changed over time?	N/A	Police, ambulance workers, firefighters, post people, lifeguards, uniforms, car, vehicle, old, new, past, time, history	N/A
Year 1/2	Our school <i>Finding out about the history of our school and church.</i>	- When was St Peter's church built? (Trip own to the church) - Comparing the old and new churches. - Where was the school originally located? How old is St Peter's School? - When was our school actually built? What did it look like and how many pupils were there? - How has our school changed over time?	How has our school changed throughout the years? What is the same? What is different? How has our church changed throughout the years? What is the same? What is different? What evidence can I use to show how buildings have changed?	Pugin rooms, St Peter's Church, history, buildings.	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Sequence artefacts closer together in time - check with reference book. • Sequence photographs etc. from different periods of their life. • Describe memories of key events in lives. • Use a wide range of vocabulary of everyday historical terms.

					<ul style="list-style-type: none"> Pupils should know where the people and events they study fit within the chronological framework.
Year 4	Anglo-Saxons and Vikings (settlers) <i>Britain's settlement by Anglo-Saxons and Vikings</i> VIKINGS DAY	<p>Can I explain when and where the Vikings came from and why they raided Britain?</p> <p>Can I compare the significance of Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings?</p> <p>Can I explain who King Ethelred II was and say when and why Danegeld was introduced?</p> <p>Can I identify and explain key aspects of Viking life?</p> <p>Can I explain how the legal system worked in Anglo Saxon and Viking Britain?</p> <p>Can I explain how the legal system is similar and different to the modern legal system in Britain?</p> <p>Can I explain how the last Anglo-Saxon kings shaped Britain?</p>	<p>Can I describe why the Vikings are remembered?</p> <p>Can I recall some key facts about the most influential Anglo-Saxon kings?</p> <p>Can I describe some aspects of everyday Viking life?</p> <p>How have the Vikings and Anglo-Saxons influenced our lives today?</p>	<p>Viking, raid, invade, Denmark, Norway, Sweden, Norse, King, kingdom, Alfred the Great, Edward the Elder, Aethelflaed, King Athelstan, Danegeld, King Ethelred II The Unready, saga, runes, Odin, Frigg, longhouse, Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild, Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings.</p>	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study Note connections, contrasts and trends over time and develop appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge is constructed from a range of sources and that different versions of past events may exist, giving reasons for this.

Pentecost Term

Year Group	Topic	Small Steps	Assessment Questions	Vocabulary	Historical Skills
Reception	<p>Under the Sea Learning about Climate change – how has our planet changed? Comparing sea photos from the past to now</p> <p>Dinosaurs (topic chosen by children in 2023) Learning the names and traits of the dinosaurs from the past. Learning about the changes of dinosaurs to humans over time.</p>	<p>- Comparing photos</p> <ul style="list-style-type: none"> - What is the same, what is different? - What has changed over time? - What do you notice? <p>- What are the dinosaurs called?</p> <p>- When did they live?</p> <p>- How did they change over time and how can we compare them to today's animals?</p>	N/A	<p>Old, new, past, present, future, ocean, sea, marine life, animals, climate change, planet, recycling, eco, Earth.</p> <p>Dinosaur, dinosaur names, evolution, history, time, changes, adapt, evolve, carnivore, herbivore, omnivore.</p>	N/A
Year 1/2	<p>Great Fire of London <i>Finding out about the life of Samuel Pepys and the Great Fire of London.</i></p>	<p>Looking at London in the past and present?</p> <p>Life in the 17th century.</p> <p>What happened at the Great Fire of London?</p> <p>How do we know about the events of the Great Fire?</p> <p>What happened after the Great Fire of London?</p>	<p>What happened at the Great Fire of London?</p> <p>How has London changed since 1611?</p> <p>How do we know about the Great Fire of London?</p>	<p>Samuel Pepys, Pudding Lane, fire, Great Fire of London, Houses of Parliament, River Thames, Gunpowder plot.</p>	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times. • Recognise the difference between past and present in their own and others lives.

		What have we learnt about the Great Fire of London?			<ul style="list-style-type: none"> • They know and recount episodes from stories about the past • Use a wide range of vocabulary of everyday historical terms. • Pupils should know where the people and events they study fit within the chronological framework.
Year 4	Mayans <i>The achievements of the earliest civilizations</i> MAYANS DAY	<p>Can I learn about the Ancient Maya Civilisation around AD 900?</p> <p>Can I explore where and when the remains of the Mayan civilisation were discovered?</p> <p>Can I explore how the Mayans civilisation developed over time?</p> <p>Can I find out about Mayan religion and beliefs?</p> <p>Can I find out about the city states of the Maya and how society was organised?</p> <p>Can I learn about the everyday of life of the modern-day Maya?</p> <p>Can I explore Mayan writing and calendars?</p> <p>Can I find out about the decline of the Mayan civilisation?</p>	<p>Where is Mesoamerica on a world map?</p> <p>What was daily life like for the Maya?</p> <p>Why did the Mayans study the stars?</p> <p>When and why did the Mayan civilisation decline?</p>	<p>Maya, Mayan, civilisation, glyphs, codices, Chichen Itza, cacao, cacao beans, ahau or ahaw, batab, Itzamna, huipil, Kin, Kukulcan, Uinal, Itza people, serpent god, lord, pyramid, astronomy, astronomical calendar, continent, Mesoamerica, afterlife, sacrifice, archaeology, archaeological discoveries, monument, temple, pyramid, priest, stelae, hieroglyphs.</p>	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Note connections, contrasts and trends over time and develop appropriate use of historical terms. • They should understand how our knowledge is constructed from a range of sources. <ul style="list-style-type: none"> • They should address and sometimes devise historically valid questions about change, cause, and significance.
Year 6	Medicine through the ages <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	<p>Can I compare the medical practices of prehistoric civilisations and the Ancient Egyptians?</p> <p>Can I describe aspects which influenced the Roman view of health and medicine?</p> <p>Can I describe medical treatments from the medieval period?</p>	<ul style="list-style-type: none"> • How has knowledge and understanding about the human body changed overtime? • How has knowledge and understanding about the cause of disease changed overtime? • How has knowledge and understanding about the treatment of disease changed overtime? 	<p>Primary sources, secondary sources, apothecary, cholera, disease, medicine, miasma, mortality rate, National Health Service, sanitation, surgeon, physician, vaccination, immunisation,</p> <p>Hippocrates, Galen, Florence Nightingale, Joseph Lister,</p>	<ul style="list-style-type: none"> • To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history

		<p>Can I describe what happened to people and their beliefs during the plague?</p> <p>Can I identify lifestyle aspects which helped spread the plague?</p> <p>Can I describe treatments used in the Tudor period?</p> <p>Can I describe some of the ways medical care was improved during the Victorian era and name some of the key individuals involved in this?</p> <p>Can I compare medicine in the 20th and 21st Centuries with previous periods in history?</p> <p>Can I name important medical discoveries of the past 100 years?</p>	<ul style="list-style-type: none"> What are primary and secondary sources and how are they useful about learning about the past? 	<p>Louis Pasteur, James Young Simpson, John Snow</p>	<ul style="list-style-type: none"> Be able to address historically valid questions about change, cause, similarity and difference and significance Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this Note connections, contrasts and trends over time and develop the appropriate use of historical terms
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KS1

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspect of change in national life
- events beyond living memory that are significant nationally or globally (e.g. The Great Fire of London, the first aeroplane flight or events commemorated through festivals and anniversaries)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Claxton and Tim Berners-Lee, Pieter Bruegel the Elder or LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)
- significant historical events, people and places in their own locality.

KS2

Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain.	Britain's settlement by Anglo-Saxons and Scots
<ul style="list-style-type: none"> • late neolithic hunter-gatherers and early farmers, e.g. Skara Brae • Bronze Age religion, technology and travel e.g. Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's wall • British resistance e.g. Boudica • "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> • Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire • Scots invasion from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion - Canterbury, Iona and Lindisfarne
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 theme in British history that extends pupils' chronological knowledge beyond 1066
<ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice 	<ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	<ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history such as crime and punishment from

<ul style="list-style-type: none"> Edward the Confessor and his death in 1066 	<ul style="list-style-type: none"> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality <p>-Victorians</p>	<p>the Anglo-Saxons to the present or leisure and entertainment in the 20th century</p> <ul style="list-style-type: none"> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history e.g. the first railways or the Battle of Britain
The achievements of the earliest civilizations	Ancient Greece	A non-European society
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300