

	History @ THS FOS matched to the National Curriculum	Yr 1 Aut <i>Birds Through Time (Childhood)</i>	Yr 1 Summer <i>Children of the revolution (School Days)</i> <i>Victorians</i>	Yr 2 Aut <i>Unlimited (Movers & Shakers)</i> <i>Significant People in history</i>	Yr 2 Spring <i>Long live our Noble King (Magnificent monarchs)</i> <i>AD871 to present Day (English monarchy)</i>	Yr 3 Aut <i>Tribal Tales (Through the ages)</i> <i>Stone Age – Bronze Age – Iron Age</i>	Yr 3 Summer <i>Hail, Caesar (Emperor’s and Empires)</i> <i>Romans</i>	Yr 4 Aut <i>Swords & Settlers (Invasion)</i> <i>Anglo Saxons</i> <i>Vikings</i>	Yr 4 Summer <i>You’d find it in a Museum! (Ancient Civilisations)</i> <i>Egyptians</i>	Yr 5 Aut <i>Legacy of the Dynasties (Dynamic Dynasties)</i> <i>Shang Dynasty - China</i>	Yr 5 Summer <i>A Tudor Legacy</i>	Yr 6 Aut <i>Stand up, Stand Out (Maafa)</i> <i>Africa Past and Present. European colonisation</i>	Yr 6 Summer <i>Britain at War</i> <i>1st and 2nd World Wars</i>
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Aims & Purpose	(Optional) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	X5	X3			X9 *Invasion of the Celts *Tools & Weapons *Bronze Age – metal working *Iron Age – Farming *Iron Age - Inventions	X4 *Roman Invention *Roman Roads *Christianity							
	(Optional) Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.			X2	Feudal System – Knights and Peasants		“Empire”		X1 “Civilisation”	X3 “Empire” – Warfare “Civilisation” – Oracle bones	2024-25 – X4 (Greeks)	X1 abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous	X1 Terms relating to warfare include, allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory.	
	(Optional) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.	X3	X2	X1			X5	X6	X11	X10	X3	2024 – 25 – x6 (Greeks)	X8	X10
	(Optional) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical	X4	X3	X5	X8	X4 *Cheddar Man *Stone Age Settlements *Celtic Warriors *Celtic beliefs	X2 *How Rome was founded *Vindolanda tablets	X3 *“The ruin” – poem – mentions coming across a Roman deserted city	X3 *Archaeological finds *Pharaoh’s of Egypt	X1 *Yellow Emperor of the Xia Dynasty might not have existed	2024-25 (Greeks) x6	X2 *Life on plantations *Benefits of enslavement for Britain	X5 *Life in the trenches *Volunteering to fight	

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	claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.							*Sutton Hoo *Viking raids at Lindisfarne	*Tutankhamun’s treasures				
KS2	Learn about changes in Britain from the Stone Age to the Iron Age.												
	Learn about the Roman Empire and its impact on Britain.							Introductory lesson – Revisit the cause and consequences of the end of the Roman rule					
	Conduct a local history study.			TRIP – Stoke Mandeville Stadium			X1 TRIP – St Albans – Verulamium (Roman Wall / Roman mosaics on floor / heating)				2024-25 (Greeks) x1		X2 Holdenby House
	Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.										Covered as a unit / trip for 2 weeks in Spring Term		
	Learn about Britain’s settlement by Anglo-Saxons and Scots.												
	Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.												
	Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.								X1 *Anglo-Saxon Monasteries – How/Why Christianity came back to Britain				X1 *Race relations act 1965

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									from around AD600					
	Learn about 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.									*Ancient Sumer (1 st civilisation in the world) – Structure of their society *Ancient Egypt hierarchy	X7)Shang Dynasty) *Yellow River Valley *Religious beliefs in the Shang Dynasty *Han dynasty			
	Learn about a non-European society 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.												* variety of kingdoms developed in Africa over the last 6000 years. *Kingdom of Benin *Benin Bronzes	
Aims & Purpose	(Optional) Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.								X2 *Norman Invasion – What were the causes and effects?	X3 *Legend of Sargon the great	X1 *Learn about the achievements of the earliest civilisations	2024-25 (Greeks) X1		
	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.										X2 *Legacy of Ancient China *Silk and Jade objects	2024-25 (Greeks) X4	X3 *Triangular slave trade *Portugal and Spain’s interest in Africa – slave trade *Life after abolition	X9 *1 st World War *Impact of 1 st / 2 nd World War on British Citizens *Timeline of important events in 1 st / 2 nd World War

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