

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR R	<p>Marvellous Me</p> <p>How have I changed since I was a baby?</p> <p>Talk about significant events in their own experience</p> <p>Learn that they have similarities and differences and connect them to distinguish them from others.</p> <p>Laying the foundations for Chronology</p>		<p>Super you - super me!</p> <p>Who would have helped me in the past?</p> <p>Talk about significant events in their own experience</p> <p>Learn that they have similarities and differences and connect them to distinguish them from others.</p> <p>Laying the foundations for lives of significant individuals in the past</p>	<p>A long, long time ago</p> <p>What were toys like in the past?</p> <p>Talk about significant events in their own experience</p> <p>Learn that they have similarities and differences and connect them to distinguish them from others.</p> <p>Laying the foundations for changes within living memory</p>		
YR 1		<p>History of our school</p> <p>How has Balfour School changed and why?</p> <p>Child then and now</p> <p>Changes within living memory</p>		<p>Inventors</p> <p>What was the impact of railways on Britain?</p> <p>How has rail travel changed?</p> <p>Lives of significant individuals in the past who have contributed to the national/</p>		<p>Great Fire of London</p> <p>How did the Great Fire of London change London?</p> <p>Events beyond living memory that are significant nationally/globally</p>

				international achievements		
YR 2		<p>Victorian Brighton What did the Victorians leave us in Brighton and how does it affect me?</p> <p>Significant historical events, people and places in their own locality</p>		<p>Explorers How and why has exploration changed?</p> <p>Lives of significant individuals in the past who have contributed to the national/ international achievements</p>		<p>Nursing</p> <p>How have events and people contributed to the health care that I receive today?</p> <p>Events beyond living memory that are significant nationally/globally individuals in the past who have contributed to the national/ international achievements changes within living memory</p>
YR 3		<p>Brighton</p> <p>How did Brighton become a popular seaside town?</p> <p>LOCAL STUDY An aspect of history that is significant in the locality</p>	<p>Impact of Stone Age to Bronze Age on Britain Hillforts</p> <p>How was society and community formed?</p> <p>(Taught in Spring 1 due to English link – sense of place already taught in Geog Aut 1).</p>		<p>The Roman Empire and its impact on Britain</p> <p>What did the Romans do for me?</p> <p>(Taught in Summer 1 as Geog unit is Europe and sense of place is taught).</p>	
YR 4		<p>Invaders and settlers</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to Edward the Confessor</p>		<p>Overview of achievements of first civilizations & Depth study of Ancient Egyptians</p>

		<p>Why did the Anglo-Saxons settle in Britain?</p> <p><i>(Invasions, settlements & kingdoms: place names & village life)</i></p>		<p>Raiders or settlers: how should we remember the Vikings?</p> <p><i>(Raids/invasions)</i></p>		<p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p>
YR 5		<p>1066 & Norman Conquest</p> <p>An aspect or theme in British history that extends their knowledge beyond 1066</p> <p>Why was the Norman Conquest a turning point in history for England?</p>		<p>A study of Greek life and achievements and their influence on the western world</p> <p>What did the Greeks do for me?</p>		
YR 6				<p>WW2</p> <p>-</p> <p>A significant turning point in British history.</p> <p>Why did Britain go to war in 1939?</p>		<p>MAYAN CIVILIZATION</p> <p>-</p> <p>Contrast a non-European society with British history.</p> <p>What was life like for the Mayan people 1,000 years ago?</p>

HISTORY SUBJECT AIMS

LEAD – DOROTHY JARMAN AND ERIN MOORE

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- 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.

Subject rationale: *(Consider how your subject rationale connects with the Curriculum rationale)*

At Balfour Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. History is brought to life, enabling children to explore like detectives and work like historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. The history curriculum at Balfour makes use of resources within the immediate and wider local area enabling children to develop an understanding of the rich history of their locality. Children are given the opportunity to study a variety of primary and secondary sources, make predictions, and build their historical knowledge key history skills. 'Big questions' provide children with an enquiry-led approach to their learning, leading to them developing their own questions to investigate.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Balfour is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans. The local area is also utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice as well as trips and visiting experts to enhance the learning experience.

Threshold Concepts and Skills: *(What are the fundamental concepts and ideas that pupils must have grasped)*

A concrete understanding of the chronology of the units studied at Balfour (being able to explain the dates that the historical period covered and being able to order them chronologically).

A good knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past and that of the wider world.

The ability to think critically about history and communicate ideas confidently to a range of audiences.

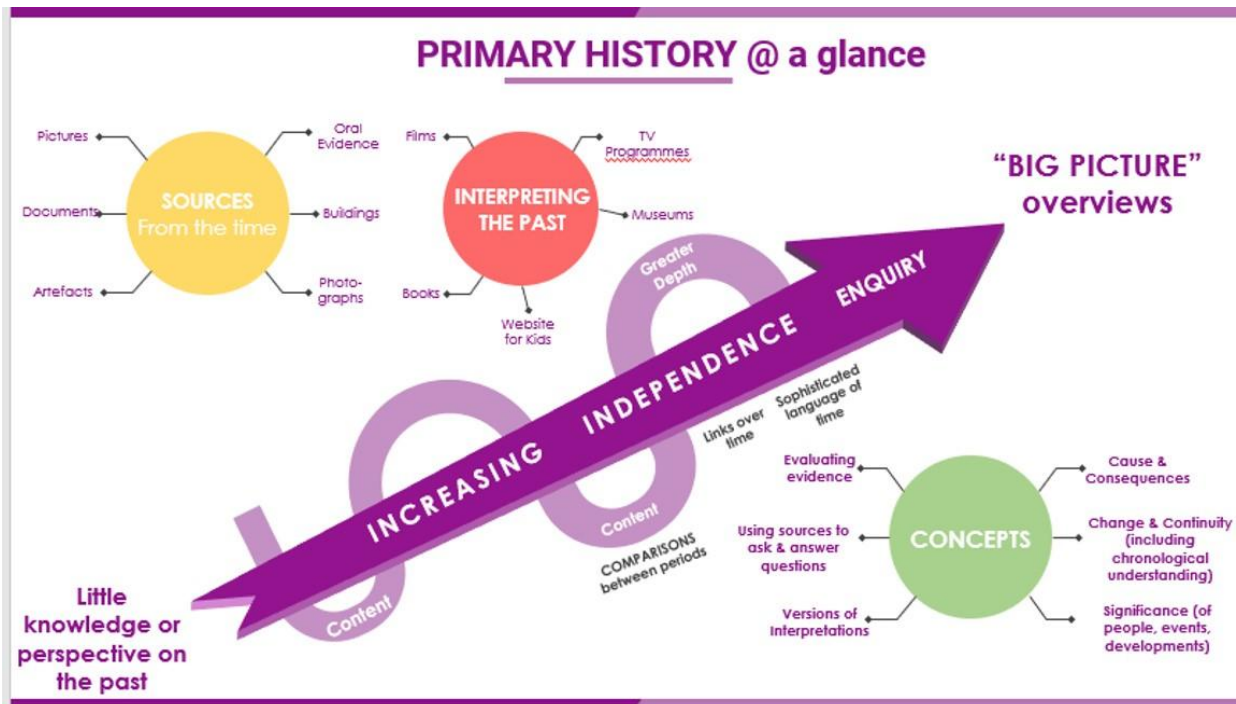
The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.

The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.

A respect for historical evidence and the ability to make critical use of it to support their learning.

A desire to embrace challenging activities, including opportunities to undertake research across a range of history topics.

A developing sense of curiosity about the past and how and why people interpret the past in different ways.



Historical enquiry

Knowledge of:

- People, events, situations, and developments
- Chronology and characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretations
- Cause
- Change
- Similarity/Difference
- Significance

Communication

Autumn Term 1 – Marvellous me (Changes in me)

In this unit the children will think about their own personal history to establish what **change** means. They will begin to use words like **now and then**. The children will know that a familiar event like a birthday, can be represented in **different ways**. E.g. photograph, video and memories. They will begin to understand that we have **different views** of familiar events and that we cannot always remember everything that happened in the past. They will be able to say whether a picture is a baby or a toddler and explain why. They will be able to point to familiar images in pictures of themselves and their own family. They will talk about pictures of themselves using **appropriate vocabulary**, e.g when I was a baby... They will describe the **differences** between themselves as a baby and now. They will be able to **sequence** images of themselves as a baby, toddler and infant. The class will build a timeline as the school year progresses, including special events and children’s birthdays, interacting with it regularly

Spring Term 1 - Super You - Super Me! People that helped us in the past

In this unit the main concept will be **then and now**. They will look at **differences** between people that help us now and then. They will begin to look at how life must have been **different** in the past. They will label/annotate simple drawings of **artefacts** from then and now. They will find an answer to a question by looking at pictures/artefacts. They will give a simple reason why a real person acted the way they did. They will look at **significant people in their community** that **helped** others (Virginia Barnacle from Brighton received a British Empire Medal for services in her community (links to Brighton Surf life-saving club).

Spring Term 2 – A long, long time ago (Toys)

In this unit the main concept will be **then and now**. The children will identify **old and new** toys. They will look for **differences** between their toys, their parents and their grandparent's toys and be able to explain the **differences//similarities**. They give simple captions to describe objects e.g old teddy. They will be able to sort pictures and objects into old/new or matching them to parents, grandparents and themselves. They will understand what’s special and distinctive about a period of history, not simply what happened during that period.

Foundations in Chronology			Foundations in Significance people/events		
Key Vocabulary & Historical terms	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary & Historical terms	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Now, then, today, yesterday, tomorrow, days of the week, weekend, before, after, time, o’clock, lifetime, calendar, first, morning, afternoon, evening	<p>Communication and Language: <u>Listening, attention and attention:</u> • Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking: Offer explanations for why things might happen, making use of recently</p>	Pupils develop self-awareness, self-knowledge and self-esteem by reflecting on experience They show sensitivity to others’ needs and feelings and form positive relationships	Significant, familiar, event, occupation, famous, medal, fictional, real historical figure, settings, family, significant, artefacts, community,	<p>Communication and Language: <u>Listening, understanding and attention:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	Children develop a sense of enjoyment and fascination in learning about themselves and others They demonstrate an understanding of the

<p>now, then, last week, after I was born, before, next, soon, before my parents,</p> <p>order, sequence, stories, routine, timeline</p>	<p>introduced vocabulary from stories, non-fiction when appropriate.</p> <p>Laying foundations in Chronology for KS1</p>	<p>with adults and other children.</p> <p>They develop a sensitivity for similarities and differences within each other.</p> <p>They will develop a sense of uniqueness and belonging to a community</p> <p>To celebrate family history and culture.</p>		<p><u>Speaking:</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction when appropriate</p> <p>Year 1 What was my Balfour School like in the past?</p> <p>Laying the foundations in for events in living memory in Key Stage 1</p>	<p>consequences of their behaviour and actions</p>
<p>Threshold Concepts Knowledge without which later concepts will not be fully understood</p> <p>Core Knowledge The minimum all pupils should know</p>			<p>Threshold Concepts Knowledge without which later concepts will not be fully understood</p> <p>Core Knowledge The minimum all pupils should know</p>		
<ul style="list-style-type: none"> Know and use everyday language related to time. Know how to order and sequence familiar events. Know how to describe main story settings, events, and principal characters Understand about the past and present and talk about events in their own lives and in lives of family members. Know and organise events to show things happened before they were born <p>When was I born? What do I do at school? What do I do at the weekend? What did I do yesterday? What will I do tomorrow? What is the order of the school day? What is the order of my life?</p> <p>What was it like then? What is it like now?</p> <p>What toys did my family play with?</p>			<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends. Talk about people that they have come across within their community, such as the police, the fire service, doctors and teachers. Talk about their own experiences with people who are familiar to them. Share information such as pictures about their own family Recognise images of familiar situations in the past, such as homes, schools, and transport. <p>Who are the special people in my life? What do I like to do with my friends or family?</p> <p>Who are the people that help us? Why do people help us? Who helps in my community?</p> <p>What presents did my family get for their birthdays when they were my age? How did they celebrate their birthdays?</p>		
<p>ELG Past and present</p> <p>Talk about the lives of the people around them and their roles in society</p>			<p>ELG Past and present</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of the people around them and their roles in society</p>		

Foundations in Continuity & Change			Foundations in Historical Skills and using artefacts		
Key Vocabulary & Historical terms	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary & Historical terms	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
parent, grandparent, family, clue, memory, old, new, events, similar, different, change, making links,	<p>Communication and Language: Listening, attention and attention: Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction when appropriate.</p> <p>Technology: recognise that a range of technology is used in places such as homes and schools and how this has changed.</p>	To celebrate family history and culture.	Historical terms Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	<p>Communication and Language: Listening, attention and attention: Participate in small-group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>	
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood</i> Core Knowledge <i>The minimum all pupils should know</i>			Key skills & communicating historically <i>Which can be applied once the knowledge is understood</i>		
<ul style="list-style-type: none"> Understanding of growth and changes over time. Understand then and now through texts, images and oral stories. Know about similarities and differences between themselves and others, and among families, communities, and traditions. Understand experiences that are familiar to them and how these may have differed in the past. <p>How have I changed since I was a baby? How will I change as I get older? How am I the same or different to people in my class? How am I the same or different to my mum or dad?</p> <p>How did my family help me when I was a baby? How has the help that I get from my mum and dad changed?</p>			<ul style="list-style-type: none"> Be curious about people and show interest in stories. Answer 'how' and 'why' questions... in response to stories or events. Comment on images of familiar situations in the past Explain own knowledge and understanding and ask appropriate questions. Understand that information can be retrieved from photos, artefacts, books, and computers. Use different sources of evidence - investigating artefacts, looking carefully at images, or exploring historical buildings to construct and frame their interpretations of the past. Present pictures, stories, artefacts, and accounts from the past, and explain similarities and differences. 		

How has the fire engine changed? Why have the jobs of people in my community changed?
How is the fire engine the same and different then and now?
How is the lifeboat (RNLI) the same and different then and now?

How have toys changed? How are my toys the same/different to my family's? Are any toys the same?


Trip ideas: Visit from the Fire Brigade and the RNLI - Saving lives
Visit from a parent or Grandparent
Visit to the Toy Museum @ Hove (brightonmuseums.org.uk)

Toys

1 hour, onsite, KS1

Come and see all sorts of toys, old and new, from Victorian china dolls and old teddy bears to toys that children would have made and played with in the street. Make your own cup and ball to take home with you.

- [Booking information](#)
- Please let us know of any SEN/D needs of your class before your visit.
- Please ensure suitable adult supervision.



German doll, circa 1900 (not in session)

Role play area set up with artefacts from the past

ELG Past and present

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

ELG Speaking

Offer explanations for why things might happen, making use of recently introduced vocabulary

KS1:

<p>In this unit the main concept will be change. Children will learn what a timeline is and how to place events on a timeline. They will be introduced to common words that link to the passing of time and consistently revisit every lesson (once taught). The children will think about their own personal history to establish what we mean by now and then before comparing the school now and then. The children will not only look at the history of Balfour school but investigate what school was like for their parents and their grandparents and compare it to their own school life. The children will develop a range of historical skills such as: asking and answering questions, identifying, and interpreting different sources and recognising change. (There are two notable Balfour's in British history. Graham Balfour, 1858 – 1929 who was an educationalist and author and Arthur Balfour who was the Prime Minister 1902 – 1905. I believe Balfour Road was built during this time, but more research will need to be done as to how Balfour got its name).</p>						<p>SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once.</p>
<p>Year 1 Autumn – History of our school. National curriculum – <i>changes within living memory.</i></p>	<p>HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.</p>					<p>Using evidence: I can ask and find answers to questions about the past from sources I can choose and use parts of stories and other sources to show understanding the historical concepts. Interpretations of history:</p>
	<p><u>Chronology</u> <i>To know where all people/events studied fit into a chronological framework</i></p>	<p><u>Similarity and Difference</u> <i>To understand the similarity and difference between different types of people, events, beliefs within a society</i></p>	<p><u>Similarity and Difference</u> <i>To understand the similarity and difference between different types of people, events, beliefs within a society</i></p>	<p><u>Continuity and Change</u> <i>To know how different things have changed/stayed the same over a period.</i></p>	<p><u>Chronology</u> <i>To recognise the similarities and differences between different time periods e.g., school now and then.</i></p>	

	<p>L.O: I know the meaning of before/after I was born and last week.</p> <p>L.O: I know what a timeline is.</p>	<p>L.O: I know the meaning of change and compare</p>	<p>L.O: I know the meaning of now and then</p> <p>L.O: I know the meaning of source</p>	<p>L.O: I know the meaning of memory before my parents</p>	<p>L.O: I know the meaning of now and then</p>	<p>I can explain the difference between fact and fiction</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, interviews, historic buildings, museums, galleries, historical sites and the internet.</p> <p><i>e.g. Compare adults talking about the past – how reliable are their memories?</i></p>
<p>Key Qs: Where on the timeline was the school built? What is the same/different about the school? What was school life like for my grandparents/parents compared to me? Where on the timeline did I start school?</p>						
<p>Key Vocabulary: now, then, last week, next, soon, after/before I was born, before my parents, source, change, local, memory, compare, a long time ago, today, yesterday, tomorrow, days of the week, weekend, time, o'clock, lifetime, first, morning, afternoon, evening, recently, timeline.</p>						

<p>In this unit, pupils will consistently revisit common words and phrases linking to the passing of time at the beginning of every lesson, as well as revisiting a simple timeline to support with this. They will use their chronology knowledge to place different inventions on a timeline. They will look at what it is to be an inventor and what makes someone significant. They will look at how the railways changed people’s lives. They will compare different modes of transport from then and now. They will also look at local Victorian inventor, Magnus Volk and his impact on Brighton. The Volks railway is the world’s oldest electric railway, established in 1883. This unit will provide knowledge of some key people prior to the year 2 unit on Victorians. Children will also focus on the language of chronology and placing events on timelines, using stories and other sources.</p>						<p>SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once.</p>
<p>Year 1 Spring - Inventors National curriculum – the lives of significant individuals who have contributed to national and international achievements.</p>	<p>HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.</p>					<p>Using evidence I can ask and find answers to questions about the past from sources</p> <p>I can choose and use parts of stories and other sources to show understanding the historical concepts.</p> <p>Interpretations of history: I can explain the difference between fact and fiction</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures,</p>
	<p>Chronology <i>I know where all people/events studied fit into a chronological framework</i></p>	<p>Continuity and Change <i>To know how different things have changed/stayed the same over a period.</i></p>	<p>Significance <i>I understand the significance of who/what was important including developments.</i></p>	<p>Continuity and Change <i>To know how different things have changed/stayed the same over a period.</i></p>	<p>Significance <i>I understand the significance of who/what was important including developments.</i></p>	
<p>LO: I know the meaning of inventor.</p>	<p>LO: I know that trains and other modes of transport were invented before living memory.</p>	<p>LO: I know what makes someone significant.</p>	<p>L.O: I know how people travelled now and then.</p>	<p>LO: I know how railways have changed from then to now.</p> <p>L.O: I know the meaning of legacy.</p> <p>TRIP – Volks Railway</p>		

						<p>stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p>
<p>Key Q's: When were trains invented? How did people travel then compared to now? What is the legacy of the significant people on our lives today? What was life like before, then and now? Did this event happen within or beyond living memory?</p>						
<p>Key Vocabulary: now, then, last week, next, soon, after/before I was born, before my parents, before living memory, change, today, yesterday, tomorrow, timeline, memory, invention, electric, achievement, significant, inventor, local, engineer, nation, train, transport, travel, railway, legacy, source.</p>						

In this unit, pupils will consistently revisit common words and phrases linking to the passing of time at the beginning of every lesson, as well as revisiting a simple timeline to support with this. The children will learn about the key events of the Great Fire of London and understand it happened before living memory. They will place this event on a timeline to support their chronology understanding and use of vocabulary. They will begin to develop an understanding of the ways in which we can find out about the past through discussing **primary sources**. In doing so, this will provide an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by **comparing and contrasting past and present-day London**, as well as looking at how life was **different** in the 17th century. They will learn about how the fire had time to develop and spread because the authorities were too slow to act. However, they will also learn that the use of firebreaks helped control the fire.

SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once.

Year 1 Summer – Great Fire of London
National curriculum - events beyond living memory that are significant nationally.

HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.

Chronology <i>I understand similarities/differences between periods - sequence 3-4 artefacts from different periods of time using dates e.g fire equipment.</i>	Significance <i>I understand the significance of who/what was important including developments.</i>	Cause and Effect <i>I understand why people did things, why events happened and what happened as a result- enquiry</i>	Cause and Effect <i>I understand why people did things, why events happened and what happened as a result- enquiry</i>	Similarity and Difference <i>I understand the similarity and difference between different types of people, events, beliefs within a society</i>
LO: I know that 1666 is before living memory. LO: I understand what past and present means.	L.O: I know what makes an event significant	LO: I understand what a primary and secondary source of evidence is. ENQUIRY - Why did the Great Fire of London burn down so many houses?	LO: I understand what past and present means VISITOR – Fire Engine	LO: I understand what an eyewitness is. LO: I understand what we mean by reliable ENQUIRY - Why did the Great Fire of London burn down so many houses?

Climate Change curriculum links:

I know some of the impacts of our changing climate on people, both in our locality and elsewhere

Using evidence

I can ask and find answers to questions about the past from sources

I can create my own structured accounts

I can choose and use parts of stories and other sources to show understanding

						<p>the historical concepts.</p> <p>Interpretations of history: I can explain the difference between fact and fiction</p> <p>I can explain that there are different versions of real historical situations – written, spoken and pictorial.</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, diary, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p>
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<p>Key Q's: Where on a timeline did the Great Fire of London take place? Is this within or beyond living memory? Why was this a significant event? Why did the Great Fire of London burn down so many houses? Why couldn't they put out the fire? How do we know if an eye-witness report is reliable?</p>							
<p>Key Vocabulary: now, then, last week, next, soon, after/before I was born, before my parents, change, today, yesterday, tomorrow, timeline, memory, past, present, eye-witness, century, secondary, primary, sources, fact, fiction, significant, reliable, London, Samuel Pepys, change, similar, different, firebreak, famous, leather bucket, water squirt, fire hook, fire post, gun powder</p>							
<p>In this unit, pupils will consistently revisit common words and phrases linking to the passing of time at the beginning of every lesson, as well as revisiting a timeline to support with this. The children will explore their locality and how it has changed over time. They will be 'history detectives' looking for evidence of the Victorian influence in their locality including Preston Manor. Through role-play at Preston Manor, the children will experience what life was like for children in Victorians times and compare it to now. They will learn that life was quite different depending on whether you were rich or poor. They will compare aspects of life in different periods for example, Elizabeth II and Queen Victoria. They will make links to previous learning (Year 1 – inventors) by briefly discussing the railways and how Brighton became more developed during the Victorian times because of this, and this will support further understanding of the impact of the railways on Brighton in Year 3 seaside unit. The 2 piers were also built during the Victorian era, as well as the clocktower for the queen's golden jubilee. They will discuss the significance of the building of the sewer system on Brighton.</p>						<p>SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once.</p>	
<p>Year 2 Autumn – Victorian Brighton National curriculum - significant historical events, people and places in their own locality</p>	<p>HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.</p>						<p>Climate Change curriculum: I understand that some human activity causes pollution in the air which is affecting the world's climate / making the world hotter e.g., heating homes, consumption, travel</p>
	<p>Chronology I know where all people/events studied fit into a chronological framework - sequence artefacts/photos from different time periods using timelines</p>	<p>Chronology I understand similarities/differences between and within and between periods</p>	<p>Similarity and Difference I understand the similarity and difference between different types of people, events, beliefs within a society</p>	<p>Significance I understand the significance of who/what was important including developments.</p>	<p>Similarity and Difference I understand the similarity and difference between different types of people, events, beliefs within a society</p>		

	<p>L.O: I understand the Victorian era is beyond my living memory</p> <p>L.O: I know that Queen Victoria was the queen then and King Charles III is king now</p>	<p>LO: I understand what primary and secondary sources are.</p> <p>LO: I understand what evidence is.</p>	<p>LO: I understand the difference between rich and poor life.</p> <p>ENQUIRY – How different were children’s lives 150 years ago compared to today?</p>	<p>LO: I know what makes someone or something significant.</p>	<p>ENQUIRY – How different were children’s lives 150 years ago compared to today?</p> <p><u>TRIP – Preston Manor.</u></p>	<p>Using evidence</p> <p>I can ask and find answers to questions about the past e.g an <i>artefact</i></p> <p>I can create my own structured accounts</p> <p>I can choose and use parts of stories and other sources to show understanding the historical concepts.</p> <p>Interpretations of history:</p> <p>I can compare pictures or photographs of people or events in the past</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures,</p>
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						<p>stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p>
<p>Key Q's: When was the Victorian era? Where is it on the timeline? What are some of the significant events that shaped Brighton? How different were children's lives 150 years ago compared to today? What is the legacy of the Victorians in Brighton?</p>						
<p>Key Vocabulary: timeline, memory, past, present, chronology secondary, primary, compare, similar, difference, sequence, artefact, beyond living memory, Victorian, evidence, rich, poor, significant, monarch, legacy, impact, tourism, influence, locality, king, queen, monarchy, source, sewer, compare.</p>						

In this unit, pupils will consistently revisit common words and phrases linking to the passing of time at the beginning of every lesson, as well as revisiting a timeline to support with this. The children will develop a historical understanding of the lives and significance of **2 contrasting explorers** such as: Christopher Columbus, Neil Armstrong, Ellen MacArthur and Jessica Watson, Mathew Henson, Robert Scott & Roald Amundsen, Christa McAuliffe. They will identify the kit needed for an expedition and compare the equipment. They will look at navigation techniques and study the different materials used and compare the similarities and differences. They will compare this to modern day navigation e.g Sat Nav and how we explore today. They will also look at both female/male explorers and understand even in the 21st century we are still exploring.

SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once.

Year 2 Spring - Explorers
National curriculum: *lives of significant individuals in the past who have contributed to national and international achievements.*

HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.

CHRONOLOGY	SIGNIFICANCE	SIGNIFICANCE	CONTINUITY AND CHANGE	SIMILARITY AND DIFFERENCE
<i>To know where all people/events studied fit into a chronological framework - sequence artefacts/photos from different time periods using timelines - e.g boats/navigation methods</i>	<i>To understand the significance of who/what was important including developments.</i>	<i>To understand the significance of who/what was important including developments.</i>	<i>To know how different things have changed/stayed the same over a period.</i>	<i>To understand the similarity and difference between different types of people, events, beliefs within a society</i>
L.O: I know what we mean by the past and present.	L.O: I understand what makes someone significant.	L.O: I understand what makes someone significant.	L.O: I understand what exploration is.	L.O: I understand what navigation means
L.O: I know what century means.				

Climate Change Curriculum:
Pupils are exposed to different viewpoints on the Earth, e.g. that of indigenous peoples

Using evidence
I can ask and find answers to questions about the past e.g *an artefact*

I can create my own structured accounts

I can choose and use parts of stories and other sources to show understanding the historical concepts.

						<p>Interpretations of history: I can compare 2 versions of a past event.</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p>
<p>Key Q's: Where is the event on the timeline? What century did it take place in? Who is X and why do we remember them? Who was more significant X or X? How has exploration changed? How did people travel in the 15th century? Do people explore in the same way today?</p>						
<p>Key Vocabulary: timeline, memory, past, present, chronology, beyond living memory, century, secondary, primary, compare, similar, difference, sequence, artefact, modern, years, decades, exploration, discovery, compass, satellite, navigation, expedition, significant, achievement, change, compare, equipment.</p>						
<p>In this unit, pupils will consistently revisit common words and phrases linking to the passing of time at the beginning of every lesson, as well as revisiting a timeline to support with this. The children will understand how nursing is similar/different then to now and how events have contributed to healthcare today. They will study significant people who have contributed to the NHS and why the NHS was started. They will look at how nursing has changed over time and how people such as Florence Nightingale and Mary Seacole made nursing better. They will look why they went to the Crimean War and how we remember them today. The children will investigate why people came to England on the Windrush to be nurses and understand what it was like coming to a new country. They will think carefully about how this has impacted healthcare today. They will examine the role of nurses today and find out what qualities are needed to become a nurse.</p>						<p>SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once.</p>

<p>Year 2 Summer</p> <p>- Nursing</p> <p>National curriculum - Events beyond living memory that are significant nationally/globally</p> <p>The lives of significant individuals in the past who have contributed to the national/international achievements changes within living memory</p>	<p>HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.</p>					<p>Using evidence</p> <p>I can ask and find answers to questions about the past e.g an artefact</p> <p>I can create their own structured accounts</p> <p>I can choose and use parts of stories and other sources to show understanding the historical concepts.</p> <p>Interpretations of history:</p> <p>I can identify different ways in which the past is represented and how reliable they are.</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as</p>
	<p><u>CHRONOLOGY</u></p> <p>To know where all people/events studied fit into a chronological framework - sequence artefacts/photos from different time periods using timelines e.g. nurses uniform.</p> <p>L.O: I know what reliable means.</p>	<p><u>SIGNIFICANCE</u></p> <p>To understand the significance of who/what was important including developments.</p> <p>L.O: I understand what achievement means.</p> <p>L.O: I understand what national and international mean.</p>	<p><u>CAUSE AND EFFECT</u></p> <p>To understand why people did things, why events happened and what happened as a result</p> <p>L.O: I understand why people migrate.</p>	<p><u>CAUSE AND EFFECT</u></p> <p>To understand why people did things, why events happened and what happened as a result</p> <p>L.O: I understand how the British Empire has played an important role on shaping the diverse culture within Britain</p>	<p><u>CAUSE AND EFFECT</u></p> <p>To understand why people did things, why events happened and what happened as a result</p> <p>L.O: I know why the NHS was set up.</p>	

						books and pictures, stories, eyewitness accounts, pictures, interview, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet
<p>Key Q's: Why do we remember Florence Nightingale and Mary Seacole? How did they make nursing better? Which significant people contributed to the NHS? What was it like coming to a new country on the Windrush? Why did people come to England to be nurses? Why did the NHS start? How did all these events contribute to my healthcare today? Where do these events/objects fit onto a timeline?</p>						
<p>Key Vocabulary: timeline, memory, past, present, chronology, beyond living memory, century, modern, years, decades, secondary, primary, source, compare, similar, difference, sequence, artefact, change, disease, infection, germ, Crimean War, nurse, soldier, British Empire, immigration, diversity, culture, significance, national, contribute, international, memory, achievement, Florence Nightingale, Mary Seacole, NHS, Windrush, migrants, Caribbean</p>						

<p>In this unit, the children will begin with a focus on chronology, understanding the terms century and decade. They will understand that the era they are looking at is named after George I to George VI. They will explore how and why Brighton developed from a fishing village into the seaside resort they know today. They will look at the fashion for seawater cures, the bathing machines (1750) and the coming of the railways (1841). They will understand how Brighton quickly became the largest and most successful seaside resort in the UK, as the opening of the railway line to London completely changed the character of town. Where Brighton had once been an exclusive resort for wealthy and fashionable visitors, it now became a popular destination for huge numbers of day trippers. They will use a range of sources to find out about information from the past, drawing on knowledge of primary and secondary sources from Year 1 and Year 2.</p>						<p>SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once.</p>
<p>Year 3 Autumn – Brighton: A Seaside Resort National curriculum - a local history study</p>	<p>HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.</p>					<p>Using evidence: I can regularly address and sometimes devise historically valid questions (see concepts)</p> <p>I can use a range of sources to find out about the period studied</p> <p>I can select and organise relevant historical information to the study</p> <p>Interpretations of history: I can explain that different versions of the past may exist,</p>
	<p>Chronology <i>To know how to place the time period and its events on a timeline using dates</i></p> <p>L.O: I know what century and decade mean.</p>	<p>Significance <i>To know historically significant people and events in situations including developments.</i></p> <p>L.O: I know what a seaside resort is.</p> <p>TRIP - PAVILLION</p>	<p>Continuity and Change <i>To understand the links between main events, situations, and changes within and across different periods/societies</i></p> <p>L.O: I know what primary and secondary source means.</p> <p>ENQUIRY – How different was a seaside holiday in the past compared to today?</p>	<p>Continuity and Change <i>To understand the links between main events, situations, and changes within and across different periods/societies</i></p> <p>LO: I know that national events that took place during the Georgian era e.g. medicine and transport.</p> <p>ENQUIRY – How different was a seaside holiday in the past compared to today?</p>	<p>Continuity and Change <i>To understand the links between main events, situations, and changes within and across different periods/societies</i></p> <p>L.O: I know that national events that took place during the Georgian era e.g. medicine and transport.</p> <p>ENQUIRY – How different was a seaside holiday in the past compared to today?</p>	

						<p>giving some reasons for this</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p>
<p>Key Qs: Where on the timeline is the Georgian era? When and why did Brighton become a popular tourist destination? Who are some of the important people from Brighton's past? Where are the significant landmarks in Brighton? How did Brighton grow and change from the past to the present? How different was a seaside holiday in the past compared to today?</p>						
<p>Key Vocabulary: source, past, present, century, decade, years secondary, primary, compare, similar, difference, sequence, artefact, change, significant, local, chronology, timeline, belief, regency, dippers, pioneer, church, religion, coronation, slavery, Martha Gunn, bathing machines, railway, seaside, pier, King George, Dr Russell, impact, resort, growth, Brighton.</p>						
<p>In this unit the children will learn about the Stone Age, Bronze Age and Iron Age periods of history that covers 98% of human history in Britain. Throughout the topic the focus is on developing children's grasp of the key concept of similarity and difference. They will understand that major advances in technology were achieved during this period, including the control of fire, agriculture, metalworking and the wheel and the impact that such advancements had on society and community. They will use case studies from a national level – Stonehenge and Skara Brae to find evidence on the way of life during this time. They will begin to explore migration and that the new settlers who came to Sussex were known as the 'Celts' and were from parts of Normandy, Switzerland, and South Germany and how this migration had a positive impact on the communities in the Bronze age. As written records were non-existent for this period children will concentrate on strong visual images and artefactual evidence.</p>						<p>SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once.</p>
<p>HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.</p>						

<p>Year 3 Spring – Stone Age to Iron Age National curriculum – changes in Britain from the Stone Age to the Iron Age</p>	<p>CHRONOLOGY <i>To know how to sequence several events/artefacts chronologically on a timeline using dates-tools</i></p> <p>L.O: I know what B.C and A.D mean.</p> <p>L.O: I know the passage of time words.</p>	<p>SIMILARITY AND DIFFERENCE <i>To understand the similarities and difference between social, cultural, religious, and ethnic diversity in Britain and wider world.</i></p> <p>L.O: I know the meaning of Stone Age, Bronze Age, and Iron Age.</p>	<p>SIMILARITY AND DIFFERENCE <i>To understand the similarities and difference between social, cultural, religious, and ethnic diversity in Britain and wider world.</i></p> <p>L.O: I know the meaning of hunter gatherer.</p>	<p>CAUSE AND EFFECT <i>I understand the reasons for, and results of, historical events, situations, changes.</i></p> <p>L.O: I understand what migration means.</p> <p>L.O: I understand cause, consequence and significance.</p>	<p>ENQUIRY – What can we learn about life in the Stone Age from a study of Skara Brae</p>	<p>Climate Change Curriculum: I know what a carbon footprint is – farming</p> <p>I can compare the carbon footprints of people with a different lifestyle to them, including in other countries</p> <p>I understand that burning coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved</p> <p>Using evidence: I can regularly address and sometimes devise historically valid questions (see concepts)</p> <p>I can use a range of sources to find out about the period studied</p> <p>I can selecting and organising relevant historical information to the study</p>
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						<p>Interpretations of history: I can explain that different versions of the past may exist, giving some reasons for this</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p>
<p>Key Q's: Where on the timeline is the Stone age and Iron age? What were the most significant changes during the Stone Age/Iron Age/ Bronze Age? How different was life in the Stone Age when man started to farm? Explain whether their actions/discoveries impact our lives today. Why were hillforts popularised during the Iron age? Why did the Stone age start? How and why did people became more powerful during this time? How did the Bronze age begin? Was a Stone Age man who was simply a hunter and gatherer, concerned only with survival? How did their beliefs affected how they lived?</p>						
<p>Key Vocabulary: source, past, present, century, decade, secondary, primary, compare, similar, difference, sequence, artefact, change, significant, local, chronology, timeline, thousands of years, millennium, chronology, Homo sapiens, hunter-gather, settlement, farmers, agriculture, flint, Stonehenge, roundhouse, hillfort, settlers, prehistoric, nomad, tribe, neanderthal, beaker, celt, bronze, quern, smelting, clan, trade, Skara Brae, Stone age, Bronze age, Iron age, impact, change, society, community, migration</p>						

<p>In this unit the children will begin to understand concurrence within history and draw on their prior knowledge of the Celts from the Bronze age to know that The Romans existed in Europe at the same time. The children will focus on the impact of the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built.</p>						<p>SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once.</p>
<p>Year 3 Summer – Roman Britain National curriculum - the Roman Empire and its impact on Britain</p>	<p>HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.</p>					
	<p><u>CHRONOLOGY</u> <i>To know how to place the time period on a timeline</i></p>	<p><u>CAUSE AND EFFECT</u> <i>To understand the reasons for, and results of, historical events, situations, changes</i></p>	<p><u>SIGNIFICANCE</u> <i>To know historically significant people and events in situations including developments.</i></p>	<p><u>CONTINUITY AND CHANGE</u> <i>To understand the links between main events, situations, and changes within and across different periods/societies</i></p>	<p><u>SIMILARITY AND DIFFERENCE</u> <i>To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and wider world - between Iron Age and Roman homes/lifestyles</i></p>	<p>Using evidence: I can regularly address and sometimes devise historically valid questions (see concepts)</p> <p>I can use a range of sources to find out about the period studied</p> <p>I can select and organise relevant historical information to the study</p>
	<p>L.O: I know the dates of the Roman period in Britain</p>	<p>L.O: I know what Empire means</p> <p>L.O: I know what invade means</p>	<p>L.O: I know what rebellion means</p>	<p>L.O: I know what legacy means.</p>	<p>L.O: I know what settlement means</p>	<p>Interpretations of history: I can explain that different versions of the past may exist, giving some reasons for this - Why do books show different images of Boudicca?</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs,</p>

						artefacts, historic buildings, museums, galleries, historical sites and the internet.
<p>Key Q's: What other historical events were happening at the same time as the Romans? How long did the Romans rule in Britain? Why did the Roman's invade Britain? Why did the Roman empire fall? Who was Boudicca and why do we remember her? Who made up the Roman army and where did they come from? What changes did the Roman's make to Britain? What was it like to live in a Roman house/town?</p>						
<p>Key Vocabulary: source, past, present, century, decade, chronology, timeline, thousands of years, millennium, empire, army, power, Boudicca, settlement, invasion, Claudius, conquest, emperor, soldier, amphitheatre, senate, Celts, gladiator, Romans, Britons, mosaic, arch, defeat chariot, hypocaust, tunic, rebellion, AD 42, legacy, Julius Caesar, migration, coliseum, centurion, revolt, Hadrian's Wall, Iron age, similar, different, cause, effect.</p>						

In this unit the children will learn about the **invasions** of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed **to settle** and then they will go on to investigate how life in Britain changed as a result, including the development of the Witan. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and they will also examine and **analyse artefacts from the period** and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped.

SKILLS that enable children to apply their knowledge.

Select those that best fit your lesson. Ensure the assessed skill is covered at least once.

Year 4
Autumn –
Anglo
Saxons and
Scots

National curriculum - **Britain’s settlement** by Anglo-Saxons and Scots

HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.

<p>CHRONOLOGY/CAUSE AND EFFECT.</p> <p><i>I understand connections, contrasts and trends over time (timelines)- houses</i></p>	<p>SIGNIFICANCE</p> <p><i>To know historically significant people and events in situations including developments</i></p>	<p>SIMILARITY AND DIFFERENCE</p> <p><i>To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and wider world</i></p>	<p>SIMILARITY AND DIFFERENCE</p> <p><i>To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and wider world</i></p>	<p>CONTINUITY AND CHANGE</p> <p><i>To understand the links between main events, situations, and changes within and across different periods/societies</i></p>
<p>L.O: I know the dates of the Anglo-Saxon period in Britain.</p> <p>L.O: I understand what empire, kingdom and invasion mean</p>	<p>L.O: I understand what migration and settlement mean</p>	<p>L.O: I understand what society means</p>	<p>L.O: I know that Sussex was one of the 7 kingdoms during Saxon times</p>	<p>L.O: I understand what Pagan belief means</p>

Climate Change Curriculum

I can identify a range of observed impacts of our changing climate on people locally and across the world the world

Using evidence / Communicating ideas

I can regularly address and sometimes devise historically valid questions (see concepts)

I can use **evidence** to build up a picture of a past event

I can construct informed responses by ...

I can recall, select and organise **relevant** historical information for an aspect in the past

How has archaeology unlocked the past?

						<p>Were there Anglo-Saxons in our area? Can we find evidence?</p> <p>Were the Anglo-Saxons opposed? Did they get on with their neighbours?</p> <p>Interpretations of history:</p> <p>I can explain that different versions of the past may exist, giving some reasons for this</p> <p>I can evaluate the usefulness of different sources</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet. – Anglo-Saxon Chronicles.</p> <p>What can we learn from the treasures of Sutton Hoo? Were Saxons only interested in destroying everything? Were the Saxons clever people?</p>
<p>Key Q's: What other historical events were happening at the same time as the Anglo Saxons? How long were they in Britain for? Why did the Anglo Saxons invade Britain? Who were they and where did they come from? What was it like for different people (rich and poor) to live in an Anglo Saxon settlement? What beliefs did</p>						

the Anglo Saxons have? How did their beliefs change and why were they so important to them? How did they change and develop over the 600 years they were in Britain?

Key Vocabulary: source, century, decade, thousands of years, millennium, chronology, timeline, settlement, migration, invasion, raiding, Roman withdrawal, empire, kingdoms, change, gods, religion, Angles, Saxons, Jutes, mead, rune, wattle and daub, thatch, farmer, warrior, Sutton Hoo, beliefs, archaeology, artefact, primary, secondary, Anglo Saxon, society, Sussex, Pagan, Witan, influence, gods.

In this unit the children will learn that much of the Viking presence in Britain involved their attempts at conquest of Saxon Britain. This topic is taught in line with the unit on the Anglo-Saxons. This brings a greater coherence to the narrative and allows opportunities to explore aspects of each culture without losing track of their interrelationship between them. Throughout the topic the focus is on developing children's grasp of the key concept of **similarity and difference**. They will learn about the Viking invasion of Britain and the Lindisfarne raid. They will understand the reasons why the Vikings settled in Britain, how they influenced the English language, and why they converted to Christianity. The children will also have an opportunity to study a range of sources about Viking life and culture. As a result, they will be able to come to an informed conclusion of how the Vikings should be remembered: as violent raiders or settlers who contributed much too British society.

SKILLS that enable children to apply their knowledge.

Select those that best fit your lesson. Ensure the assessed skill is covered at least once.

<p>Year 4 Spring – The Viking and Anglo Saxon struggle.</p> <p>National curriculum - <i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p><u>CHRONOLOGY/SIGNIFICANCE</u> <i>To know the narratives within and across periods studied.</i></p>	<p><u>SIMILARITY AND DIFFERENCE</u> <i>To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</i></p>	<p><u>CAUSE AND EFFECT.</u> <i>To understand reasons for and result of historical events, situations and changes.</i></p>	<p><u>SIMILARITY AND DIFFERENCE</u> <i>To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</i></p>	<p><u>SIMILARITY AND DIFFERENCE</u> <i>To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</i></p>	<p>Using evidence / Communicating ideas</p> <p>I can regularly address and sometimes devise historically valid questions (see concepts)</p> <p>I can use evidence to build up a picture of a past event</p> <p>I can construct informed responses by ...</p> <p>I can recall, select, and organise relevant historical information for an aspect in the past</p> <p>What evidence do we have about the Vikings? Is it reliable? How pleasant was Viking life? What impression do you think the Vikings gave those living in Britain? Would you have preferred to live in Viking or Saxon societies? 'The Vikings were defeated after Alfred' Do you</p>
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	<p>L.O: I know that Viking means to go raiding</p> <p><u>Workshop/Visitor</u></p>	<p>L.O: I understand the Danelaw</p>	<p>L.O: I understand what conflict, defensive and offensive mean</p> <p>ENQUIRY – Raiders or settlers: How should we remember the Vikings?</p>	<p>L.O: I understand that Vikings moved from being raiders to settlers and later to Christians</p> <p>L.O: I know what reliability of evidence means</p> <p>ENQUIRY – Raiders or settlers: How should we remember the Vikings?</p>	<p>L.O: I know that Vikings were mostly rural people</p> <p>ENQUIRY – Raiders or settlers: How should we remember the Vikings?</p>	<p>agree? Did the Vikings make any difference to your locality? Does Alfred deserve to be called the 'Great'?</p> <p>Interpretations of history: I can explain that different versions of the past may exist, giving some reasons for this - Lindisfarne raid</p> <p>I can compare accounts of events from different sources – fact or fiction</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p> <p>'Just brutal savages who did no good' Is this your opinion</p>
<p>Key Q's: What other historical events were happening at the same time as the Vikings? Who were the Vikings and when did they arrive in Britain? Do we know that the Vikings and Anglo Saxons were in Britain at the same time? What is the Danelaw? Did it establish equality between Viking and Saxon? How did the Vikings influence the English language? Why did the Vikings settle in Britain? Why did they convert to Christianity? Did women have equal rights? Why did so much of England fall to the Vikings?</p>						
<p>Key Vocabulary: source, century, decade, thousands of years, millennium, chronology, timeline, archaeology, artefact, primary, secondary, evidence, source, BC, CE, change AD, interpret, settlement, settlers, migration, invasion, resistance, raiding, Alfred the Great, Athelstan, longboat, longhouse, chieftain, berserker, Viking, danegeld, east, trade, farmer, warrior, Danelaw, Asgard, jarl, Karl, figurehead, chainmail, law, justice, tribe, monasteries, Lindisfarne, monk, manuscript, Christianity, rural</p>						

In this unit the children will learn about ancient civilisation and appreciate that it spans over 3,000 yrs. Firstly, they will look at what the 4 ancient civilisations have in common and how they have contributed in some way to the development of modern society, before looking in depth at Ancient Egypt. They will focus on the attitudes, beliefs, and ways of life, which seem very remote to us today, to build a clear picture of a past society 5,000 years ago through the study of evidence which has come to light scarcely 200 years ago. They will not focus too much of this topic on chronology. Instead, they focus on the iconic images and significance of pyramids, the centrally important religious beliefs and the way we can work out details of people’s daily lives by interpreting the fragments of evidence that have survived. They will explore how the Egyptians owe **their prosperity to the Nile and which facilitated communication and trade**. They will learn how the **river** supported agriculture and how the desert provided the materials for the huge constructions they built.

SKILLS that enable children to apply their knowledge.

Select those that best fit your lesson. Ensure the assessed skill is covered at least once.

HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.

**Year 4
Summer –
Ancient
Egyptians**

National curriculum - the achievements of the earliest civilizations – an overview

CHRONOLOGY/CONTINUITY AND CHANGE.
To know how to place events from a period studied on a timeline using dates.

SIGNIFICANCE
To understand historically significant people and events in situations.

SIMILARITY AND DIFFERENCE
To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

SIMILARITY AND DIFFERENCE
To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

SIMILARITY AND DIFFERENCE
To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

I can identify a range of observed impacts of our changing climate on people locally and across the world the world

Using evidence / Communicating ideas

I can regularly address and sometimes devise historically valid questions (see concepts)

<p><i>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</i></p>	<p>LO: I understand what ancient and modern means</p> <p>LO: I understand what civilisation means</p>	<p>LO: I know what significant/significance means</p>	<p>LO: I understand that the kingdoms were ruled by pharaohs</p>	<p>LO: I understand what mummification means</p> <p>LO: I understand what archaeology means</p> <p>TRIP – Brighton Museum</p> <p>ENQUIRY – What was so different about the way the Egyptians thought about life and death?</p>	<p>LO: I understand what the afterlife means</p> <p>ENQUIRY – What was so different about the way the Egyptians thought about life and death?</p>	<p>I can use evidence to build up a picture of a past event</p> <p>I can construct informed responses by ...</p> <p>I can recall, select and organise relevant historical information for an aspect in the past</p> <p>Interpretations of history: I can explain that different versions of the past may exist, giving some reasons for this</p> <p>I can evaluate the usefulness of different sources</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p>
<p>Key Q's: What else was happening in the world at the time of the Ancient Egyptians? (Ancient Egypt, Sumer, Indus Valley and Ancient China) Who were the Ancient Egyptians? Who were the pharaohs? Why did the civilisations evolve around rivers? Why was Ancient Egypt the 'Gift of the Nile'? What do all the Ancient Civilisations have in common? Did women have equal rights in Egyptian society? Why were animals an important part in the ancient Egyptian belief system? What is the mummification process? What were the key groups in Egyptian society? Why was the building of the pyramids so important?</p>						
<p>Key Vocabulary: source, century, decade, thousands of years, millennium, chronology, timeline, archaeology, artefact, primary, secondary, evidence, source, BC, CE, change, AD, ancient, modern, significance, kingdoms, interpret, Ancient, civilisation, Pharaoh, achievements, scribe, amulet, canopic jar, sarcophagus, tomb, afterlife, hieroglyphics, River Nile, mummification, agriculture, irrigation, sphinx, oasis, pyramid, barter, Rosetta stone, Egyptologist, Howard Carter, fertile, flood, tomb, trade slave, Tutankhamun, communication.</p>						

In this unit the children will learn about the key events of the Norman conquest and help them to develop an understanding of the ways in which we have found out about the past through discussing primary sources and how reliable they are. In doing so, this will provide an introduction to the Bayeux Tapestry as a recount of the Battle of Hastings. The children will understand that the winning of this battle meant the end of the Anglo Saxon period. The children will have an opportunity visit Lewes castle, handle artefacts and understand that castles were built for power and control. Linking to this, they will understand developments of earlier versions of what we now know as parliament through the 11th century. Finally, they will realise how the Domesday Book provides us with valuable information from the 11th century, including different jobs, land owners, animals people owned and laws in place. They will focus on how reliable sources are that are useful in recounting past events (Bayeux Tapestry and Domesday book).

SKILLS that enable children to apply their knowledge.

Select those that best fit your lesson. Ensure the assessed skill is covered at least once.

HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.

**Year 5
Autumn -
Normans**

National curriculum -
An aspect or theme in British history that extends

CAUSE AND EFFECT/CHRONOLOGY
To understand connection, contrasts and trends over time.

CONTINUITY AND CHANGE
To understand the links between main events, situations, and changes within and across different periods studied.

SIGNIFICANCE
To understand historically significant people and events in situations including developments.

SIGNIFICANCE
To understand historically significant people and events in situations including developments.

CONTINUITY AND CHANGE
To understand the links between main events, situations, and changes within and across different periods studied.

Using evidence / Communicating ideas

I can regularly address and sometimes devise historically valid questions (see concepts)

I can begin to identify primary and secondary sources

<p><i>their knowledge beyond 1066</i></p>	<p>L.O: I know when the Normans arrived in Britain.</p> <p>L.O: I know what invasion and conflict means and why groups invade</p>	<p>L.O: I know the meaning of heir</p>	<p>L.O: I know the order of the key events of the Battle of Hastings</p>	<p>L.O: I know the meaning of reliability</p>	<p>L.O: I understand how castles have changed over time.</p> <p><u>TRIP – LEWES CASTLE</u></p>	<p>I can use evidence to build up a picture of a past event</p> <p>I can construct informed responses by ...</p> <p>I can recall, select and organise relevant historical information for an aspect in the past</p> <p>Interpretations of history: I can explain that different versions of the past may exist and offer some reasons for this</p> <p>I can compare accounts of events from different sources – fact or fiction</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet</p>
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Key Q's: What other historical events were happening at the same time as the Normans? When was the Norman period and what were the key events? Who were the 3 contenders to the throne after Edward the Confessor? What happened at the Battle of Hastings? How reliable is the Bayeux Tapestry? How have castles changed over time? What castles are like today compared to the Norman castles? Do we understand that the Battle of Hastings meant the end of the Anglo Saxon era? Why did William invade Britain?

Key Vocabulary: source, century, decade, thousands of years, millennium, chronology, timeline, archaeology, artefact, primary, secondary, evidence, source, BC, CE, change, AD, ancient, modern, Monarchy, Saxons, conquer, invasion, turning point, castle, control, power, rebellion, conflict, hierarchy, society, enemy, army, ruler, law, tax, peasant, king, lord, aristocracy, knight, society, throne, defeat, heir, Edward the Confessor, 1066, Bayeux Tapestry, Battle of Hastings, Domesday book.

		<p>In this unit the children will use a range of sources to find out about the life and achievements of the Ancient Greeks. They will find out about the city-states of Athens and Sparta, warfare, and seamanship, everyday life, beliefs, cultures, and through Greek mythology, some of the key events and individuals from this period. They will also look at the continuing legacy of the Ancient Greeks and the children will explore their influence on education, language, architecture, government and the Olympic games. Links will be made to other ancient civilisations and societies that they have previously studied.</p>
		<p><i>HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.</i></p>

**Year 5
Spring –
Ancient
Greeks**

National curriculum - Ancient Greece – a study of Greek life and achievements and their influence on the western world

At the beginning of the unit, must recap key chronology vocabulary including B.C and A.D and place periods previously studied on a

<p><u>CHANGE AND CONTINUITY</u> <i>To understand the links between main events, situations, and changes within and across different periods studied.</i></p>	<p><u>SIGNIFICANCE</u> <i>To understand historically significant people and events in situations including developments .</i></p>	<p><u>SIGNIFICANCE</u> <i>To understand historically significant people and events in situations including developments</i></p>	<p><u>SIMILARITY AND DIFFERENCE</u> <i>To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</i></p>	<p><u>CHANGE AND CONTINUITY</u> <i>To understand the links between main events, situations, and changes within and across different periods studied.</i></p>	<p><u>CAUSE AND EFFECT</u> <i>To understand reasons for and result of historical events, situations and changes.</i></p>
<p>LO: I know the meaning of BC and AD</p>	<p>L.O: I understand the meaning and impact of mythology</p>	<p>L.O: I understand the significance of the Olympic games</p>	<p>L.O: I know the similarities and differences between city states</p>	<p>L.O: I understand how Athens changed over time</p> <p>ENQUIRY: How did the Athenians beat the Persians so easily at Marathon?</p>	<p>L.O: I understand the events of the Battle of Marathon</p> <p>ENQUIRY: How did the Athenians beat the Persians so easily at Marathon?</p>
<p><u>CAUSE AND EFFECT</u> <i>To understand reasons for and result of historical events, situations and changes</i></p>	<p><u>SIGNIFICANCE</u> <i>To understand historically significant people and events in situations including developments.</i></p>	<p><u>CONTINUTY AND CHANGE</u> <i>To understand the links between main events, situations, and changes within and across different periods studied.</i></p>		<p><u>CONTINUITY AND CHANGE</u> <i>To understand the links between main events, situations, and changes within and across different periods studied.</i></p>	

<p>timeline. Look at what other ancient civilisations have been studied.</p>	<p>L.O: I know how versions of the Marathon run differ</p> <p>ENQUIRY: How did the Athenians beat the Persians so easily at Marathon?</p>	<p>L.O: I understand the meaning of democracy</p>	<p>L.O: I know the meaning of legacy</p>				
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		Key Q's: What does B.C and A.D mean? Why was mythology so important to the Greeks? What is a city state and why did they become a powerful city state? How did the Athenians beat the Persians at the Battle of Marathon? How did what we know as the and why are there so many versions of it? How did the Olympic Games start and why were they so significant? How has democracy Ancient Greeks? What were the achievements of the Ancient Greeks? How did they influence the western and modern world we					
		Key Vocabulary: source, century, decade, thousands of years, millennium, chronology, timeline, archaeology, artefact, primary source, BC, CE, change, AD, ancient, modern, Ancient, civilisation, democracy, Acropolis, city-state, Parthenon, Marathon, Olymp philosopher, alphabet, column, hoplite, peninsula, aristocracy, terraced, god/goddess, mythology, ostracism, achievements, influence, Western world, legacy					

<p>In this unit, the children will look at why the war started. They will understand who England joined forces with and why, as well as who made up the allies and axis. They will look at the home front and how that spread into the front line and the impact that had on the war. In addition to this, they will explore the process of evacuation and the experiences of children at that time. The importance of the Blitz and what that entailed before understanding why and how the war ended. To develop an awareness of evidence and how it can be used and abused. A crucial skill in this world of fake news. Although no longer compulsory within the new 2014 National Curriculum, this topic has been kept as it makes a massive contribution to numeracy through the work on evacuation and to citizenship through the treatment of government propaganda. They will end the unit by looking at the local area in lead up to and during WW2, thinking about how it impacted Brighton and the surrounding area, as well as visiting a local bomb shelter.</p>	<p>SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once</p>
<p><i>HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.</i></p>	

<p>Year 6 Spring – WW2 National curriculum - a significant turning point in British history, At the beginning of the unit, must recap key chronology vocabulary and place periods previously studied on a timeline.</p>	<p>CAUSE AND EFFECT <i>To understand reasons for and result of historical events, situations and changes.</i></p>	<p>SIGNIFICANCE <i>To understand historically significant people and events in situations including developments.</i></p>	<p>SIGNIFICANCE <i>To understand historically significant people and events in situations including developments.</i></p>	<p>SIGNIFICANCE <i>To understand historically significant people and events in situations including developments.</i></p>	<p>CAUSE AND EFFECT <i>To understand reasons for and result of historical events, situations and changes.</i></p>	<p>I understand that 2030 is a scientific estimate of a year by which global emissions must have peaked in order to give humanity a reasonable chance of controlling eventual warming levels, and that it is not a deadline for an end-of-the-world scenario</p> <p>Using evidence / Communicating ideas</p> <p>I can regularly address and sometimes devise historically valid questions (see concepts)</p> <p>I can recognise primary and secondary sources</p> <p>I can use a range of sources to find out about an aspect of time past</p> <p>I can construct informed responses by ...</p> <p>I can select and organise relevant historical information making</p>
	<p>L.O: I know the meaning of Allies and Axis and what countries they were.</p>	<p>L.O: I know what evacuation means and why it happened.</p> <p>ENQUIRY Why do we have so many photos of smiling evacuees when we know they were so miserable? (interpretation)</p>	<p>L.O: I know what evacuation means and why it happened.</p> <p>ENQUIRY Why do we have so many photos of smiling evacuees when we know they were so miserable? (interpretation)</p>	<p>L.O: I know what the Blitz was and how it affected people.</p>	<p>L.O: I know what the terms censorship and propaganda mean</p>	
	<p>CHRONOLOGY <i>To understand connections, contrasts and trends over time - food/rationing/politics</i></p>	<p>CAUSE AND EFFECT <i>To understand reasons for and result of historical events, situations and changes.</i></p>	<p>CAUSE AND EFFECT <i>To understand reasons for and result of historical events, situations and changes.</i></p>	<p>SIGNIFICANCE <i>To understand historically significant people and events in situations including developments.</i></p>		

	<p>L.O:I know what rationing was and how it worked.</p>	<p>L.O:I understand the role of women during the war.</p>	<p>L.O: I know what the term Home Front means.</p>	<p>L.O: I know the effects of the war on Brighton.</p> <p><u>TRIP – Downs</u> <u>Air Raid</u> <u>Shelter</u></p>		<p>appropriate use of dates and terms</p> <p>Interpretations of history:</p> <p>I can explain that different versions of the past may exist, giving some reasons for this</p> <p>I can consider ways of checking the accuracy of interpretations – fact, fiction or opinion</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p> <p>I can explain the social context of evidence studied (propaganda)</p>
<p>Key Q’s: Why did Britain go to war? How did the war start? Why did the media portray evacuees as happy when leaving their homes? What was the Blitz and why was it called this? How did the Blitz have an impact on Britain? What does censorship and propaganda mean and how and why were</p>						

they used? What is rationing and why was it introduced during the war? What was the role of women during the war and how did this change before, during and after the war? What was the home front and what did they do? What effect did the war have on Brighton?

Key Vocabulary: source, century, decade, thousands of years, millennium, chronology, timeline, archaeology, artefact, primary, secondary, evidence, source, BC, CE, change allies, axis, propaganda, censorship, reliable, bias, evacuation, Blitz, home front, D-Day, VE Day, trench, suffragette, World War 2, home front, morale, vote, significant, impact, persecution, rationing, women, media, Britain, Brighton, ration book, coupon, army.

In this unit, the children will focus in on the area of Central America where they will study the ancient Mayan civilisation. They will start the unit by recapping previous historical periods and civilisations they have studied at Balfour. They will place the Mayans on a chronological timeline, recognising what other civilisations existed at the same time in other parts of the world and will make comparisons. They will look at where their **settlements** were located and why, how they lived, their hierarchy, what they wore, ate, what entertainment they had and their beliefs. They will look at their farming methods, cutting rainforests, irrigation, terracing and crop rotation and discuss how this could have impacted the environment. They will look at Mayan culture, and some of their achievements such as, architecture, calendar system, the writing system, and artefacts – pottery, codices. They will spend time looking at how they lived. The children will end the unit looking at why the Mayans declined and understand why there are many theories and whether they are reliable. They will learn about how the latest technology using lasers has enabled archaeologists to discover up to 60,000 hidden Mayan buildings in present-day Guatemala.

HISTORICAL CONCEPTS FOR THIS UNIT AND THEIR DEFINITIONS. These have been matched to each lesson for you.

<p>Year 6 Summer – The Maya</p> <p>National curriculum – a non-European society that</p>	<p>SIMILARITY AND DIFFERENCE</p> <p><i>To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</i></p>	<p>CONTINUTY AND CHANGE</p> <p><i>To understand the links between main events, situations, and changes within and across different periods studied.</i></p>	<p>SIMILARITY AND DIFFERENCE</p> <p><i>To understand the similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</i></p>	<p>SIGNIFICANCE</p> <p><i>To understand historically significant people and events in situations including developments.</i></p>	<p>CAUSE AND EFFECT</p> <p><i>To understand reasons for and result of historical events, situations and changes.</i></p>
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I understand how climate change is a factor in the current loss of biodiversity and can describe some future predictions in connection with this

I can explain how some countries are more responsible than others for producing greenhouse gas emissions and compare this with where the climate crisis has the most severe impacts.

SKILLS that enable children to apply their knowledge. Select those that best fit your lesson. Ensure the assessed skill is covered at least once

<p><i>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</i></p> <p>At the beginning of the unit, must recap key chronology vocabulary including B.C and A.D and</p>	<p>L.O: I know the meaning of concurrent</p>	<p>L.O: I know the meaning of settlement and environment</p>	<p>L.O: I know the meaning of hierarchy</p>	<p>L.O: I understand the significance of Mayan rituals and sacrifice</p>	<p>L.O: I know why the Mayan civilisation declined</p> <p>L.O: I know the meaning of reliability and bias</p>	<p>Using evidence / Communicating ideas</p> <p>I can regularly address and sometimes devise historically valid questions (see concepts)</p> <p>I can recognise primary and secondary sources</p> <p>I can use a range of sources to find out about an aspect of time past</p> <p>I can construct informed responses by analysing a range of evidence to justify claims about the past.</p> <p>I can select and organise relevant historical information making appropriate use of dates and terms</p> <p>Interpretations of history</p> <p>I can explain that different versions of the past may exist, giving some reasons for this</p>
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<p>place periods previously studied on a timeline. Look at what other ancient civilisations have been studied.</p>						<p>I can consider ways of checking the accuracy of interpretations – fact, fiction or opinion</p> <p>I can explain how knowledge of the past is constructed from a range of sources, such as books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet.</p>
<p>Key Q's: When was the Maya period? What other historical eras were happening during the same time as the Maya? What does concurrent mean? What comparisons can we make between the Maya and other historical eras that were happening in Britain at the same time (houses/clothes/weapons)? What kind of environment did the Maya live in and how did they use this to survive? What impact did their different farming techniques have on the environment? What were the benefits and challenges of living in this environment? What hierarchy system did the Maya have and what levels did it include? What jobs did people have? Why were the Maya so influential (calendar/chocolate/number system etc). What did the Maya believe and why did they take part in sacrifice? Why did the Maya disappear? Why are there so many different theories about why they disappeared and can they be trusted?</p>						
<p>Key Vocabulary: source, century, decade, thousands of years, millennium, chronology, timeline, archaeology, artefact, primary, secondary, evidence, source, BC, CE, change, dynasty, society, contrast, city-states, terraced, pyramid, peasant, sacrifice, chocolate, decline, terracing, hierarchy, calendars, hieroglyphs, temple building, rainforest, motif, AD 900, environment, slash-and-burn agriculture, civilisation, legacy, reliable, bias, calendar, concurrent time periods, contrast, 2000yrs, gods, beliefs, rulers, nobles, priests, slaves, reliable, trusted.</p>						

