



Griffin Primary School History Curriculum

Curriculum Intent

At Griffin Primary School, we aim to foster a passion for history among our pupils and develop their understanding of historical enquiry processes. History is taught as a discrete subject, ensuring a deep engagement with historical concepts and enabling pupils to understand their place in time and the chronology of events that have shaped the present. Our curriculum provides insight into both local and national history, rooted in the children's own experiences, while also introducing them to the histories of the wider world to broaden their curiosity and understanding of diverse cultures.

We seek to nurture enquiring, questioning attitudes and critical thinking through the consistent development of historical enquiry practices. Throughout their time at Griffin Primary, pupils will explore a rich and diverse selection of historical eras and themes, applying the principles of enquiry to both historical and contemporary contexts. By the end of their time with us, children will develop a clear understanding of significant historical events and figures, and will be able to make connections between the past and present. We aim to equip them with critical thinking and historical skills to ask questions, investigate, and interpret information, while fostering curiosity, respect for different perspectives, and an appreciation for diverse cultural contexts. Ultimately, our ambition is to prepare pupils not only for modern life but for the future, empowering them to apply historical enquiry in all aspects of their lives.

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History Progression

Domains of Knowledge:

Learning is a change to long-term memory, and everything in long-term memory is Knowledge. We have categorised the different types of Knowledge within our History progression document into these two categories:

Substantive Knowledge (established facts, dates and timelines): This section provides some of the knowledge that teachers should consider when planning the topic. Subject knowledge is the context through which the historical learning objectives (enquiry, questioning, using sources) are delivered. Not all the subject knowledge needs to be delivered. Teachers might choose to focus on one particular part in depth and dip into the other areas.

Procedural Knowledge (the methods that establish the substantive facts): These are the objectives that must be taught to the children. They are defined by year group and progress from one year to the next. They don't all need to be taught in one area of history. Some may be taught across different history themes. Some may be revisited regularly. The table below sets out the progression of skills and knowledge that children need to gain to become **Historians**.

* **Primary source** provides direct or first-hand evidence about an event, object, person, or period. Primary sources provide the original materials on which other research is based e.g. Diaries, photographs, pictures, archaeological finds, interviews with people present etc.

* **Secondary sources** describe, interpret, analyse, evaluate, summarise primary sources e.g. reference books, text books, biographies, aspects of the internet, bibliographies. Primary sources may be found within secondary sources e.g. photographs printed in textbooks.



Special Educational Needs and Disabilities

Every subject's curriculum is ambitious for all pupils, including children with SEND. However, every pupil is different and what works for each pupil will vary.

Our History curriculum is introduced in 'manageable' chunks. The size of these chunks might differ between different groups of pupils depending on their needs. Nevertheless, these chunks are coherently sequenced to enable all pupils to build on prior knowledge. This also reduces extraneous cognitive load as much as possible, as these 'chunks' are isolated key information and knowledge for these pupils to be able to attach new knowledge onto prior knowledge. We therefore ensure SEND pupils, like all pupils, receive instructions that match their needs. At times, it might be appropriate to have a personalised curriculum in place for a SEND pupil, however, this is based on the child's needs and remains ambitious for the child. In History, adaptations will be made in how the subject is taught rather than the content. Such adaptations might include supporting pupils to focus on the key aspects of the curriculum objects as well as reducing excessive or unhelpful demands on working memory.

Adapting the curriculum for pupils in history

- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning is more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such as vocabulary banks, additional visual stimuli or adult support.



Questioning

When children are asking and being asked questions they should be related to the key concepts of **continuity and change, cause and consequence, similarity and difference and significance** which underpin all historical enquiry.

Continuity and change <i>in and between periods</i>	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies
Cause and consequence	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes
Similarity / Difference <i>within a period/situation (diversity)</i>	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Significance <i>of events / people</i>	Talk about who was important e.g. in a simple historical account	Identify historically significant people and events in situations

Vocabulary: In our primary history curriculum, the teaching of vocabulary is recognised as a fundamental component of knowledge acquisition. By systematically introducing and reinforcing key historical terms, we not only enhance pupils' understanding of historical concepts but also equip them with the language necessary to articulate their ideas clearly and confidently. As pupils progress through the curriculum, their vocabulary will expand, enabling deeper engagement with historical content and fostering critical thinking skills. This deliberate focus on vocabulary development is essential for building a strong foundation in history and supporting overall academic growth.

Common Misconceptions: In our primary curriculum, we place a strong emphasis on identifying and addressing common misconceptions across all subjects. We recognise that these misunderstandings can hinder learning and progress if left uncorrected. Therefore, we proactively teach to ensure that any misconceptions are promptly corrected, providing clear explanations and corrective feedback. By doing so, we support our pupils in building a solid and accurate foundation of knowledge, enabling them to achieve their full potential across the curriculum.



Substantive Concepts: In our primary curriculum, substantive concepts refer to the key, fundamental ideas that are central to understanding history. These concepts are not just specific facts or events, but rather overarching themes and principles that help children make sense of historical events and developments. They provide a framework for thinking about and connecting historical knowledge.

A. **Power:** *Empire, Invasion, Monarchy, Government, Revolution, Conflicts, Treaties, Leadership*

B. **Economic and Trade:** *Trade, Settlement, Invention, Commerce, Resources, Industry, Currency, Labour, Exploration*

C. **Cultural and Social:** *Culture, Legacy, Advocacy, Religion, Customs, Society, Art and Architecture, Education, Family life, Entertainment*

D. **Exploration:** *Exploration, Migration, Navigation*

E. **Technology:** *Invention, Discovery, Innovation, Industry, Medicine, Agriculture*

F. **Human Rights:** *Rights, Justice, Reform, Equality, Activism, Revolution.*

Disciplinary Concepts: In our primary curriculum, disciplinary concepts refer to the key frameworks and skills that guide how students think and engage with history. These concepts help students understand how historical knowledge is constructed and enable them to critically explore the past.

1. **Cause and Effect**
2. **Change and Continuity**
3. **Significance**
4. **Similarity and Difference**
5. **Perspective**
6. **Evidence**
7. **Historical Interpretation**
8. **Empathy**



Whole School Curriculum Learning Journey

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Nursery	Myself and my family This unit explores human chronology from baby, child to adult. C		Transport Children will explore different types of transport. Space Travel Introducing the concept of new and old. C		My learning journey in nursery: how I developed so far. Exploring their personal past and present. Reflecting on what they were not able to do at the beginning of the year and what they can do now. Talking about birthdays, growth and development. C	
EYFS	How do we change over time? Understanding the chronology of personal timeline. Within this unit, children create family trees to see different generations within their family. C Introduction to Guy Fawks A	Link to RE- Exploring the Nativity Story and Now and Then	Transport and Space Children will explore transport and space travel. They will explore concepts of new and old. Finally, they will look at Niel Armstrong as a significant figure from the past. C A		Transition to KS1. Looking at significant events from their past until now. Creating personal timelines. C	
Year 1	Where do our toys come from? The focus for this study at this age is to understand how we know about the past (through primary sources such as accounts, pictures and photos). B E 2 4 6		How has transport in London changed overtime? Pupils will explore how transport in London has changed over time. They will learn about the different types of transport and how they have made travel easier and faster in the city. They will explore the role that technology had on changes to transport overtime. By comparing old and new transport, pupils will understand the impact of these changes on everyday life in London. B E 1 2 4 6		Monarchs Elizabeth 1 and Elizabeth 11 Pupils will learn about two significant figures in British history: Queen Elizabeth I and Queen Elizabeth II. They will explore how things have changed over time. By looking at these changes and comparing the two queens, pupils will understand how their actions affected society and shaped the world we live in today. A C D 2 3 4 6	
Year 2	What caused the Great Fire of London? Studying the Great Fire of London provides an excellent opportunity for introducing basic historical themes such as comparing 'then & now', chronology and related language as well as an initial first look at how we know about		How are they still helping us? M Seacole and F Nightingale Significant figures and events, linking with consequences, relating to timeline/chronology E F 1 2 3 6		Land use- changes in social and economic use in South London B E 1 2 4	

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	the past – looking at photographs and paintings as primary sources. E 1 3 5 6				
Year 3	Who lived in a house like this? Stone to Iron Age -Using understanding of chronology and climate. Identifying key elements for settlement and survival in local environment and developments from Stone and Modern Ages. Invention/ Settlements B D E 1 2 4 6		Ancient Civilisations Over Time An overview of when and where the earliest civilisations appeared and will introduce them to the amazing achievements of each civilisation. They will explore when and why writing and number systems started to be used, find out how trade developed and investigate ancient structures. A B C D E F 1 4 6		<u>What can we find out about Ancient Egypt?</u> Building on Yr3 Stone/Iron Age, find detail from sources to describe and explain reasons for differences in lifestyle linked to climate and chronology. Should also include mapping, description+ use of Nile for farming. If taught here then connections with period can be made from previous units, and comparisons can be made with London and Thames in Summer units. A B C E 1 2 4 6
Year 4	<u>Who were the Ancient Greeks?</u> Building on knowledge of world maps/climates and Europe topography (previous unit) and chronology to make links with features of society, including diet, clothing, and make comparisons with Iron Age (Y3). Democracy A B C F 1 2 4 6		<u>Who were the Romans?</u> Building on knowledge of chronology and discussing the value of sources to describe the Empire in relation to Greeks and Egyptians (Y3). Using knowledge of topography to make links with features of society. Empire and Settlement C B D 1 2 4 6		<u>How did the Romans change our landscape?</u> Develop understanding of UK + land use (Yr3) to map and appreciate purpose and impact of Roman settlement (H wall, Londinium etc) and benefits of settlement/capitalisation of London by Thames. A B C D F 3 6 7 8
Year 5	<u>What was in it for the Anglo Saxons?</u> Using topography knowledge and Chronology to make links with features of society and identify differences and similarities with other civilisations studied with reference to key concepts such as 'invasion' and 'empire.' A C 2 4 5 6		<u>Why did the Vikings invade Anglo-Saxon Britain?</u> Using knowledge of topography and Chronology to make links with features of Anglo Saxon and Viking society and identify differences and similarities with other civilisations studied with reference to key concepts such as 'invasion' and 'empire.' A C 1 2 4 5 6		<u>What happened to the Maya?</u> Having built context in Rainforest unit, and can compare with other ancient civilisations studied Innovation and settlements A C D 1 2 6 7

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<p>Year 6</p>	<p><u>How has trade affected our population?</u> Building on learning about trade, travel and world map knowledge, to learn about how slavery enabled world trade and consider cause and consequence of immigration and events and people, including activists on UK society. A B C F 1 3 5 6 7 8</p>		<p><u>What difference did the Suffragettes make?</u> Developing skills of source analysis and appreciation of activism of others to gain investigate a further group of society with differing status: this time considering the impact of certain actions on/for the status of women pre, during and post WW1. A C F 1 2 3 5 6 8</p>		<p><u>How did WW2 affect us?</u> Draw accurate world maps to show/describe spread of the German Empire, make comparisons with previous expansions/invasions (Romans Y4, Vikings Y5). Selected and used a variety of sources to describe the impact of above on London. Recreate historically accurate accounts of the impact of WW2 on local London residents (including conscription, evacuation, rationing, bombing). A B C E 1 2 3 5 6 8</p>	
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Year Group: Early Years Foundation Stage

Big Ideas for the Phase:

The Early Years Foundation Stage Framework states that through '**Understanding the World**', 'children begin to make sense of their community and the world around them. They do this through exploration, observation and finding out about people, places, technology and the environment'. 'People and Communities' and 'the World' are particularly important for the foundation of historical thinking.

Nursery

Key Questions/Themes

All about myself: family members, baby - toddler - preschooler chronology

Dinosaur enquiry: beginning to understand that things change over time; begin to understand the concept of the far and close past

Life cycles: development of creatures over time

Changing seasons: how our environment changes across the year

Understanding of the World

Children talk about past and present events in their own life story and in their family history. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Relevant EYFS Development Matters 2020 Statement(s):

Begin to make sense of their own life-story and their family history.

Vocabulary

Family, home, love, parents, mother, father, mum, dad, brother, sister, auntie, uncle, grandma, grandad, cousin, friend, stranger, past, long time ago



EYFS

Understanding of the World Past and Present

Children know about similarities and differences in relation to places, objects, materials and living things and comment on images of familiar places in the past. They compare and contrast characters from stories, including figures from the past. Children talk about the features of their own immediate environment and how environments might vary from one another over time. They make observations of animals and plants and explain why some things occur, and talk about changes.

Relevant EYFS Development Matters 2020 Statement(s):

- Comments on familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past: *The Gunpowder Plot (Guy Fawkes)*; *The Queen's Hat (Elizabeth the Second)*; *Christmas Story (Jesus)*; *Happy Eid (Prophet Mohamed)*
- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Questions/Themes

What makes us unique?

- Our families and life stories. How do they differ from others?
- My home and how houses developed through the ages.
- To know about my own life-story
- To know how I have changed
- To talk about the lives of the people around us
- To know how I have changed
- Who is our neighbour and how do they celebrate?
- People who help us – compare transport and equipment with past and present day. How do we travel and where do we go?
- Transport over the ages from muscle/animal power to engine powered

Dinosaur enquiry

- beginning to understand that things change over time
- begin to understand the concept of the far and close past
- Famous fossil hunters: Mary Anning

Life cycles

- development of creatures over time
- chronology

Changing seasons

- Notice and describe changes in nature across the year



Space	- Famous astronauts: Neil Armstrong; Layka the Dog story
Transition	- How did I change and develop this year? What can I do now that I couldn't do at the beginning of reception?
SP2: What's this mysterious object and where did it go?	- Dinosaur egg – what is the progression of this egg? What was the stage before it arrived here? What do you think will happen next? How long has it been here? When do you think it will hatch?

Year Group: 1			
Big Ideas for the Phase: Within year 1 history units of work, children should develop a knowledge and understanding of how we can find out about the past and how it is represented through an introduction to using primary sources with a particular focus on pictures, photos and paintings. They should also develop their awareness of chronology by knowing where people and events fit into a basic chronological framework and the language associated with the passing of time.		Prior Learning: Please see EYFS 'People and Communities' and 'the World' summaries above.	
Unit/Theme	Where do our toys come from? W Year 1 Au1 MTP Toys .docx	How has transport in London changed overtime? W Year 1 Spr1 MTP Transport now and then .docx	Monarchs Elizabeth 1 and Elizabeth 11
Key Question Link:	What are our toys like today? What materials were toys from the past made from? What materials are toys made from today? How did toys work in the past and how does that differ to now? What sorts of toys did our parents and grandparents play with and how do we know?	How did people travel around London in the past, and what types of transport did they use? What are the main differences between old and modern transport? How has the way people travel in London changed over time, and what impact has this had on their daily lives?	What were the key achievements of Queen Elizabeth I and Queen Elizabeth II, and how did they each impact their time in history? How did the roles and responsibilities of the monarchy change from the time of Queen Elizabeth I to Queen Elizabeth II? In what ways did Queen Elizabeth I and Queen Elizabeth II influence and shape the world around them?
Big Ideas	The focus for this study at this age is to understand how we know about the past (through primary sources such as accounts, pictures and photos).	Pupils will explore how transport in London has changed over time. They will learn about the different types of transport and how they have made travel easier and faster in the city. They will explore the role that technology had on changes to transport overtime. By comparing old and new transport, pupils will understand the impact of these changes on everyday life in London.	Pupils will learn about two significant figures in British history: Queen Elizabeth I and Queen Elizabeth II. They will explore how things have changed over time. By looking at these changes and comparing the two queens, pupils will understand how their actions affected society and shaped the world we live in today.

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Key Vocab Subject Specific	<i>History, the past, present, chronological order, timeline, time, memory, tale, local, artefact, tradition and words denoting passage of time.</i>		
Key Vocab Unit Specific	<i>wooden, plastic, metal, clockwork, battery- powered past, remote-controlled, different, similar, artefact, hard, durable, Soft, Bumpy, Smooth, Old, New, Electronic, Mechanical, Metal, Material, living memory</i>	<i>Carriage, Horse, Train, Bus, Tube, Red, Old, New, Road, Rail, Station, Travel, Ride, Public, City, Move, Train Station, Bus Stop, Double-decker, Steam Engine.</i>	<i>Queen, Crown, Explorer, Empire Play, Monarch, Commonwealth, Country, Reign, History, Modern, Technology, Compare, Contrast</i>
Substantive Knowledge	<ol style="list-style-type: none"> 1) Older toys were made from the following materials: Wood, Metal, Fabric, Porcelain, Glass, Paper, Clay, Rubber, Leather, Straw. 2) Modern toys are made from primarily plastic with electronics and interactive features. 3) An artefact is a thing from the past, like a toy, that helps us understand how people lived. 4) Living memory is the period of time that people alive today can remember. 5) Older toys were often passed down; modern toys are more disposable, though sustainability is growing. 6) Moving toys in the past used hinges and pulleys; today, many run on batteries. 	<ol style="list-style-type: none"> 1. Transport has changed significantly over time and with technological advancements. 2. People travelled in horse-drawn carriages in the past in London. 3. In the 19th century Steam-powered trains were the first trains in London. 4. The red double-decker bus was Introduced in the 20th century. 5. The London Underground trains or the Tube began operating in the 19th century with the introduction of the Metropolitan Line. 6. 'Beyond living memory' means something that happened a very long time ago, before anyone who is alive today was born. 	<ol style="list-style-type: none"> 1. England has had kings and queens for many years, who ruled the country. 2. Queen Elizabeth I, born in 1533 and died in 1603. 3. She was a famous queen known for ruling without marrying. 4. She was known for expanding the British Empire. 5. Queen Elizabeth II, born in 1926 and died in 2022. 6. She was known for uniting former British Empire countries.
Procedural Knowledge			

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<u>1. Historical Enquiry & Use of Sources</u>	<u>2. Interpretation & Reliability of Historical Sources</u>	<u>3. Chronological Understanding</u>	<u>4. Communicating Knowledge & Understanding</u>
<p>-Understand that there are a range of ways to find out about the past-sources. Children do not necessarily need to use the terminology 'source' at KS1.</p> <p>-Find answers to simple questions about the past from sources of information e.g. How did the Great Fire of London start? Using Samuel Pepys diary. Prepare and ask questions of family members about their past.</p> <p>-Use sources to identify differences and changes between how we live now and in living memory e.g. what was life like for our grandparents when they were young? How does it compare with ours?</p> <p>-Recount parts of stories and other sources to show that they know and understand key features of events e.g. Samuel Pepys' diary to know when, where and what happened during the Great Fire of London.</p>	<p>-Use stories to differentiate between fact and fiction and that although stories inform us about the past, they are not necessarily a truthful recount .</p>	<p>-Sequence their daily routines and key events from their lives.</p> <p>-Sequence artefacts/photos from four distinctly different time periods.</p> <p>-Know where the people and events they study fit within a chronological framework e.g. create a family tree/timeline to show the order their family members were born.</p>	<p>-Use common words and phrases to develop an awareness of the passing of time (e.g. days, weeks, months and years)</p> <p>-Demonstrate and communicate their knowledge through: Drama, art and DT work, music and song, discussion and writing.</p> <p>Vocabulary children should understand and be able to actively use by the end of the year:</p> <p>History, the past, time, memory, tale, local, artefact, tradition and words denoting passage of time.</p>



Year Group: 2			
Big Ideas for the Phase: Within Year 2 History units of work, children should develop a knowledge and understanding of how we can find out about the past and how it is represented through an introduction to using primary sources with a particular focus on first-hand accounts, interviews, opinions and viewpoints. They should also develop their awareness of chronology by knowing where people and events fit into a basic chronological framework and the language associated with the passing of time.		Prior Learning: During year 1, the children will have been introduced to the concept of using sources and evidence as a way to find out about the past focussing on pictures, paintings and photos. They will also have been introduced into chronology and simple timelines as well as some of the associated vocabulary. e.g. Family tree.	
Unit/Theme	Great Fire of London 📖 Year 2 Au1 MTP The Great Fire of London	M Seacole and F Nightingale 📖 Year 2 Spr1 MTP Florence Nightengale a...	Land use- changes in social and economic use in South London
Key Question Link:	London: Present & Past What were London's streets like in 1666? Why did the Great Fire spread so quickly? Was the impact the Great Fire had on London good or bad?	How did Florence Nightingale make hospitals better and change nursing for the future? What did Mary Seacole do to help soldiers in the Crimean War, and how did her past help her do that? How did Florence Nightingale and Mary Seacole show bravery while helping soldiers during the Crimean War?	How did the land in South London change from being mostly fields and farms to becoming a busy city with homes, schools, and shops? What are some examples of how people's daily lives were affected by the changes in South London, such as the building of new parks and housing? How can we use old maps and photos to understand what South London looked like in the past and how it has changed over time?
Big Ideas	Studying the Great Fire of London provides an excellent opportunity for introducing basic historical themes such as comparing 'then & now', chronology and related language as well as an initial first look at how we know about the past – looking at photographs and paintings as primary sources.	Studying significant figures like Florence Nightingale and Mary Seacole and events linked to the Crimean War creates an excellent opportunity to link consequences, relating to timeline/chronology.	In this unit pupils will explore how South London has changed over time. They will see how the area went from being rural farmland to a busy city due to important events like the Industrial Revolution. Using maps and photos, they'll begin to understand how these changes fit into the bigger picture of history.
Key Voc Subject Specific	History, the past, present, chronological order, timeline, time, memory, tale, local, artefact, tradition and words denoting passage of time.		
Key Vocabulary Unit Specific	Fire, escaping, leather bucket, Samuel Pepys, city, london, Capital city, bakers, The Monument, Pudding Lane, smoke, diary, King Charles II, wooden houses, St Paul's Cathedral, burned, bakers, River Thames, wooden row boats, Tower of London, cart, fireman,	Nurse, Hospital, War, Soldier, Sanitary, Founder, Influence, Training, Jamaica, Remedy, Cholera, Bravery, Battlefield	Land Use, Agricultural, Development, Regeneration, Green Spaces, Housing, Commercial, Transport, Redevelopment, Infrastructure

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Substantive Knowledge			

Procedural Knowledge

1. On Sunday 2nd September 1666 a fire started at 1.00am in Thomas Farynor's bakery on Pudding Lane.
2. The fire was so big that it was called the Great Fire of London.
3. The fire lasted four days and burned down over 13,000 homes.
4. Houses were made from wood, and were very close together allowing the fire to spread easily.
5. When houses were rebuilt, they were made of bricks and they weren't built so close together.
6. We know what happened during the fire because people back then wrote about it in letters and newspapers and artists painted the scenes.
7. Samuel Pepys wrote about it in his diary.

1. Florence Nightingale lived from 1820-1910
2. Florence Nightingale worked as a nurse during the Crimean War.
3. She campaigned for better hospital conditions for the wounded soldiers there.
4. Mary Seacole lived from 1805 to 1881.
5. Mary Seacole was a nurse who volunteered to help British soldiers in the Crimean war.
6. Mary showed bravery by riding onto the battlefields to nurse wounded men from both sides of the war.

1. Land use refers to how people use land for different purposes, like homes, parks, schools, shops, and farms.
2. Different types of land use include: residential (homes), commercial (shops), industrial (factories), and recreational (parks).
3. (Before 1800s) Before industrialisation, much of South London was rural and agricultural.
4. (1800s) The Industrial Revolution brought significant changes like the development of factories
5. (Late 19th to Early 20th Century) More people started to live in South London.
6. (Mid 20th Century) After World War II, many areas needed rebuilding. The post-war period saw the construction of new housing estates.



<p><u>1. Historical Enquiry & Use of Sources</u></p> <p>-Identify different historical sources to develop an awareness of how we can find out about the past and how it is recorded/represented [e.g. talking to family members about relatives/family history, first hand accounts/interviews, diaries, stories, recordings, interviews, paintings, photos and artefacts].</p>	<p><u>2. Interpretation & Reliability of Historical Sources</u></p> <p>-Understand that primary sources are our most direct and reliable link to the past [e.g. first hand accounts are the most direct link to historical events such as Scott's diary].</p> <p>-Introduce the concept of viewpoints; a single event may be viewed differently by different people [e.g. Robin Hood was a villain because he broke the law vs Robin Hood was a hero because he gave the money to the poor. Scott and Oates' view of each other].</p>	<p><u>3. Chronological Understanding</u></p> <p>-Sequence photos from different periods of their lives.</p> <p>-Sequence artefacts closer together in time.</p> <p>-Know where the people and events they study fit within a chronological framework [e.g. match and compare objects to different time periods such as early 20th Century exploration to more recent/modern day, sequence photographs, sequence artefacts closer together in time].</p>	<p><u>4. Communicating Knowledge & Understanding</u></p> <p>-Use common words and phrases to develop an awareness of the passing of time (e.g. days, weeks, months, years ago, before).</p> <p>-Describe memories from different events in their lives.</p> <p>-Demonstrate and communicate their knowledge through Drama, art and DT work, music and song, discussion and writing.</p>
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Year Group: 3			
<u>Big Ideas for the Phase:</u>		<u>Prior Learning:</u>	
<p>During LKS2, children should continue and extend understanding of chronology and secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Through a growing awareness of cause and effect, they should note connections, contrasts and trends over time and develop the appropriate use of historical terms e.g. primary/secondary sources, BC/AD (BCE/ACE). They should understand how our knowledge of the past is constructed using evidence from a range of primary and secondary sources (archives, ICT, diaries etc.) and begin to use more than one source to address historically valid questions (some of which, they will have constructed themselves).</p>		<p>During KS1, children will have been introduced to some key historical concepts:</p> <ul style="list-style-type: none"> - We know about the past from evidence known as primary sources - An introduction to chronology and related language - That some things change and continue throughout history 	
<u>Unit/Theme</u>	Stone to Iron Age ☰ Year 3 Au1 MTP The Stone Age	Ancient Civilisations- Overview Unit ☰ Year 3 Spring 1 MTP The Earliest Civilisations	Ancient Egypt
<u>Key Question Link:</u>	What does prehistory mean? How can we know about the past if there are no written records? Why were people during the Stone Age referred to as hunters and gatherers? How did the introduction of bronze change how people lived? How did the introduction of iron change the way people lived?	What can we learn from the way early civilisations were organised and how they worked? How did the land and natural resources help early civilisations grow and develop? What important things did the Ancient Egyptians, Indus Valley, and Shang Dynasty do that still affect us today?	How did the Nile River shape the daily life and survival of the Ancient Egyptians? What roles did Pharaohs play in Ancient Egyptian society, and why were they considered so important? How did Ancient Egyptians' beliefs in the afterlife influence their practices, such as mummification and building pyramids?
<u>Big Ideas</u>	In the Stone Age, people were nomadic and would travel to find food and shelter however this changed alongside the development of technological advancements such as the introduction of stone, bronze and iron to make tools and weapons. Using understanding of chronology children identify key elements for settlement and survival in local environment and developments from Stone and modern Ages.	This unit explores the key features of early civilisations, focusing on elements such as cities, language, writing, leadership, trade, religion, and arts. Pupils will investigate how natural resources, like rivers, influenced the development of Ancient Egypt, the Indus Valley, and the Shang Dynasty. They will learn how these civilisations grew and how their achievements shaped society. The unit also highlights the lasting impact of these civilisations on modern culture, technology, and governance.	Ancient Egypt was a powerful civilization along the Nile River, lasting 3,000 years. Key aspects of their society, such as the rule of Pharaohs, hieroglyphic writing, and beliefs about the afterlife have left a lasting legacy.
<u>Key Vocabulary Subject Specific</u>	<i>History, the past, present, chronological order, timeline, time, memory, tale, local, artefact, tradition and words denoting passage of time.</i>		

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<p>Key Vocabulary Unit Specific</p>	<p><i>Prehistory, Stone Age, Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age, archaeological evidence, nomadic, settlements, agriculture, tools, weapons, hand axes, flint, flint knives, spears, mortars and pestles, bronze, iron, ploughs, sickles, hoes, shields, invention of the wheel, wheeled vehicles, urban societies, Romans</i></p>	<p>This unit explores the key features of early civilisations, which are developed societies with common elements such as cities, language, writing, leadership, trade, religion, and arts. Key civilisations include: Ancient Egypt, Indus Valley Civilisation and Shang Dynasty</p>	<p><i>Pharaoh, Pyramid, Mummy, Canopic jars, Hieroglyphics, Papyrus, Nile River, Desert, Gods, Afterlife, Tomb, Irrigation, Flooding, King, Egypt, North Africa, Farmers, Temples, Rosetta Stone, Tutankhamun</i></p>
<p>Substantive Knowledge</p>	<ol style="list-style-type: none"> 1. People have lived in Britain for around 1 million years, but the first writing was found only 2,000 years ago. 2. The Stone Age is divided into three periods: Paleolithic, Mesolithic, and Neolithic. 3. In the Stone Age, people were hunters and gatherers, moving to find food. 4. Stone tools were used during the Stone Age. 5. The Bronze Age (3,000 – 800 BCE) saw tools and weapons made from bronze, and the first farms and settlements started. 6. In the Iron Age (800 BCE – 43 CE), people used iron tools and larger settlements were formed. 	<ol style="list-style-type: none"> 1. Early civilisations developed technologies and societal changes that are still visible today. 2. Settlements started as temporary and evolved into permanent cities with the advent of farming. 3. Early civilisations began developing writing systems, building structures, using money, and creating cities. 4. Civilisations like Egypt, the Shang Dynasty, and the Indus Valley developed unique writing systems. 5. Trade started in early civilisations when people exchanged surplus goods, and the invention of money simplified trade. 	<ol style="list-style-type: none"> 1. Ancient Egypt lasted for about 3000 years from 3100BC to 332BC. 2. The ancient Egyptians lived along the banks of the River Nile. 3. Ancient Egyptians used hieroglyphics to communicate. 4. The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. 5. The Ancient Egyptians built pyramids as tombs for their pharaohs. 6. Ancient Egyptians believed in many gods and an afterlife, which is why they mummified their dead.
<p>Procedural Knowledge</p>			

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<p><u>1. Historical Enquiry & Use of Sources</u></p> <p>-Begin to understand how our knowledge of the past is constructed from a range of sources and be able to recognise some examples of each [e.g. a diary is a primary source].</p> <p>-A primary source provides direct or first-hand evidence about an event, object, person, or period. Primary sources provide the original materials on which other research is based.</p> <p>-A secondary sources describe, interpret, analyse, evaluate, summarise primary sources [e.g. reference books, text books, biographies, aspects of the internet, bibliographies]</p> <p>-Establish clear narratives within and across the periods they study.</p> <p>-Select and combine information from different sources [e.g. use a range of sources to discover how the pyramids were built] to find possible answers to questions they posed.</p>	<p><u>2. Interpretation & Reliability of Historical Sources</u></p> <p>-Children should have the opportunity to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Children should understand that the past is represented and interpreted in different ways.</p> <p>-Compare sources for reliability [e.g. Herodotus' account of the pyramids being built versus information archaeologists have gathered].</p> <p>-Children should understand that the past is represented and interpreted in different ways.</p>	<p><u>3. Chronological Understanding</u></p> <p>-Children should be taught to recognise connections, contrasts and trends over time and develop the appropriate use of historical terms [e.g. ACE/BCE and the relation to BC and AD].</p> <p>-Children can give reasons for and results of main events in a period [e.g. Egyptian civilisation was based around the ebb and flow of the Nile. This meant much of their society was based around it e.g. farming, transport and trading and the location of towns].</p> <p>-Develop a chronologically secure knowledge and understanding of British, local and world history. [e.g. place the Egyptian era on a timeline in relation to other areas studied].</p>	<p><u>4. Communicating Knowledge & Understanding</u></p> <p>-Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
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Year Group: 4			
<p>Big Ideas for the Phase: During LKS2, children should continue and extend understanding of chronology and secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Through a growing awareness of cause and effect, they should note connections, contrasts and trends over time and develop the appropriate use of historical terms e.g. primary/secondary sources, BC/AD (BCE/ACE). They should understand how our knowledge of the past is constructed using evidence from a range of primary and secondary sources (archives, ICT, diaries etc.) and begin to use more than one source to address historically valid questions (some of which, they will have constructed themselves).</p>		<p>Prior Learning: During KS1, children will have been introduced to some key historical concepts:</p> <ul style="list-style-type: none"> - We know about the past from evidence known as primary sources - An introduction to chronology and related language - That some things change and continue throughout history 	
Unit/Theme	<p>Who were the Ancient Greeks? 📖 Year 4 Au1 MTP The Ancient Greeks</p>	<p>Who were the Romans? 📖 Year 4 Spr1 MTP Ancient Rome</p>	How did the Romans change our landscape?
Key Question Link:	<p>How did Greece's geography influence the way its people lived and organised their city-states? What were the major achievements of the Golden Age of Greece, and how have they influenced our world today?</p>	<p>How did the structure of Roman society influence daily life and social roles? What were the differences between the different social classes in Rome, and how did they impact individuals' rights and freedoms? How did the Roman government function, and what role did each branch (Consuls, Senate, Assemblies) play in decision-making?</p>	<p>Why did the Romans want to invade Britain, and what were the key events leading to their successful conquest? Who was Boudicca, and how did her resistance against Roman rule impact the relationship between the Romans and the Celts? How did Roman infrastructure, such as roads and town names, influence life in Britain, and what evidence do we have of Roman remains in modern towns and cities?</p>
Big Ideas	<p>In this Year 4 history unit, students will explore the ancient Greek civilisation, focusing on its geography, culture, and achievements. They will learn about the mountainous landscape of Greece, its independent city-states, and the lasting impact of Greek contributions to art, philosophy, politics, and science. Students will also discover the significance of the Golden Age, the origins of the Olympic Games, and the development of democracy in Athens. Through this unit, pupils will gain an understanding of how ancient Greece has shaped modern culture and society.</p>	<p>Pupils will explore chronological understanding by examining the timeline and events of Roman history, and civilisation and empire through the growth and governance of the Roman Empire. The unit also addresses social and cultural history, focusing on daily life, social structures, and public buildings.</p>	<p>Pupils will explore the significance of historical figures like Boudicca and their impact on Roman-British relations. The unit examines the impact of Roman rule on daily life and infrastructure in Britain, as well as themes of conflict and resistance and the legacy and decline of Roman influence.</p>

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Key Voc Subject Specific	History, the past, present, chronological order, timeline, time, memory, tale, local, artefact, tradition and words denoting passage of time.		
Key Voc Unit Specific	<i>City-State, Democracy, Monarch, Oligarchy, Tyranny, Athenian Artefact, Civilisation, Olympian Gods, Parthenon, Golden Age, Olympic Games, Assembly, Council, Vote, Plato, Socrates, Aristotle</i>	<i>Roman Town, Basilica, Amphitheatre, Temple, Baths, Aqueduct, Villa, Insulae, Patricians, Plebeians, Slave, Chariot Race, Gladiator, Forum, Mosaic, Education, Feast, Religion, Empire, Expansion</i>	<i>Empire, Invasion, Minerals, Agricultural Land, Julius Caesar, Emperor Claudius, Celts, Tribes, Boudicca, Icenii, Norfolk, Prasutagus, Colchester, Camulodunum, London, Londinium, Military Towns, Roman Roads, Barbarians, Entertainment, Taxes, Christianity, Defence</i>
Substantive Knowledge	<ol style="list-style-type: none"> 1. Ancient Greeks were a civilization that lived in Greece. 2. Ancient Greece was made up of independent city-states, each with its own government, leaders, and army. 3. Sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece have had a significant impact on culture today. 4. Beginning around 490 BCE, the Golden Age saw major advances in art, culture, and philosophy. 5. The first Olympic Games were held in 776 BCE in Olympia to honour Zeus. 6. Athens developed the first democracy, where male citizens could vote. 	<p>Rome was founded in 753 BC.</p> <p>Roman society had different classes of people:</p> <ul style="list-style-type: none"> • Emperors were the rulers. • Patricians were wealthy landowners. • Plebeians were regular citizens. • Slaves had no freedom and worked for other people. <p>The Roman government had three main parts:</p> <ul style="list-style-type: none"> • Consuls: Two leaders who were in charge of daily decisions and the army. • Senate: A group of wealthy citizens who advised the consuls. • Assemblies: Groups of citizens who voted on laws and elected leaders. <p>Senators helped make decisions in the government, but emperors had the most power, making most of the important choices for Rome.</p> <p>The Roman army helped Rome grow by conquering new lands. Their strong army helped create the Roman Empire, stretching across Europe and Northern Africa.</p> <p>Romans built long roads, like the famous Via Appia, and invented aqueducts to bring fresh water into</p>	<ol style="list-style-type: none"> 1. Julius Caesar attempted to invade Britain in 55 BCE and succeeded in 54 BCE. 100 years later Emperor Claudius invaded in 43 AD. 2. Boudicca was the leader of the Icenii tribe and resisted Roman rule. 3. Boudicca led her tribe in attacking Roman Colchester (Camulodunum) and London (Londinium). 4. The Romans built complex and extensive roads, many of which are still used today. 5. The Roman Empire's rule in Britain lasted nearly 400 years. 6. The Roman army left Britain in 410 AD to defend other parts of the empire.

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cities. These technologies helped make life in Rome easier and supported the army.

Procedural Knowledge

1. Historical Enquiry & Use of Sources

To ask historically valid questions and to use sources of information (beyond simple observations) to answer historical questions.

To begin to evaluate the usefulness of different sources.

Develop a deeper understanding of how knowledge of the past is constructed from a wider variety of sources, including documents, artefacts, pictures, and oral histories.

2. Interpretation & Reliability of Historical Sources

Look at the evidence available for a given event/account. Make judgements on its reliability.

Begin to question and evaluate the usefulness and reliability of different sources including secondary [e.g. Is the information dated? How much does this artefact tell us about what we're trying to find out?].

3. Chronological Understanding

Place events from period studied on timeline

Use terms and significant names related to the period and begin to date events

Understand more complex technical historical terms e.g. period, era etc.

4. Communicating Knowledge & Understanding

Recall, select and organise historical information

Communicate their knowledge and understanding through discussion, art, drama/role play, making models, writing and using ICT.



Year Group: 5			
<p>During Upper Key Stage 2, children should deepen their understanding of historical events and periods by examining a broader range of sources and perspectives. They will build on their chronological knowledge and refine their ability to establish clear narratives within and across different historical periods. Pupils should analyse the causes and consequences of historical events and identify patterns and connections over time. They will engage with a variety of primary and secondary sources, such as documents, artefacts, and digital resources, to construct well-supported interpretations of the past. Additionally, pupils will develop critical thinking skills by comparing sources and evaluating their reliability, helping them to address complex historical questions and construct their own interpretations of historical evidence.</p>		<p>Prior Learning: During Lower Key Stage 2, children will have been introduced to key historical concepts including:</p> <ul style="list-style-type: none"> • The use of primary sources (e.g., objects, documents) to learn about the past • Basic understanding of chronology and key historical terms (e.g., before, after, ancient, modern) • The idea that history involves both change and continuity over time 	
Unit	<p>The Anglo Saxons</p> <p>Year 5 Au1 MTP The Anglo Saxons</p>	<p>The Vikings</p> <p>Year 5 SPR1 MTP The Vikings</p>	<p>Who were the ancient Mayans?</p> <p>Year 5 Sum1 Ancient Mayans .docx</p>
Key Question Link:	<p>Why did the Anglo-Saxons settle in Britain, and how did their arrival change the landscape and society? How did the conversion to Christianity influence Anglo-Saxon culture? What challenges did the Anglo-Saxons face from Viking invasions?</p>	<p>Why did the Vikings invade England and other parts of Europe? What were the main reasons for the Viking invasions (e.g., trade, land, exploration)? How did the Viking longship help with their invasions and expansion? What was the significance of the Viking raid on Lindisfarne in AD 793? Who were the leaders of the Great Heathen Army, and what was their impact on England?</p>	<p>How was Maya society organised, and what roles did different people play? What were some important achievements of the Maya civilization? How did religion influence the lives of the Maya people?</p>
Big Ideas	<p>Pupils will explore the themes of settlement and invasion as the Anglo-Saxons established themselves in Britain, taking over land and forming new communities. It also covers the cultural transformation that occurred as the Anglo-Saxons converted to Christianity and built churches and monasteries. Additionally, the unit highlights the</p>	<p>This unit explores the Viking invasions of England, focusing on the key motivations behind their expansion, including the need for new trade routes, arable land, and the spirit of exploration. Students will learn about the Viking longships that enabled their raids and conquests, particularly the famous raid on Lindisfarne in AD 793, and the</p>	<p>The Year 5 history unit on the Ancient Maya explores the civilisation's power structures, culture and technological advancements. Students will learn about Maya political systems, achievements in art, religion, and daily life. They will also examine the Maya's trade and interactions with other civilisations,</p>

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	resilience and leadership of figures like Alfred the Great, who defended his kingdom against Viking invasions	subsequent invasions led by the Great Heathen Army. The unit also highlights how the Vikings influenced English culture, politics, and society until the Norman Conquest in 1066.	helping them understand the civilisation's global significance while developing critical thinking and historical enquiry skills. Finally, pupils will begin to explore what happened to this ancient civilisation.
Key Vocabulary Subject Specific	History, the past, present, chronological order, timeline, time, memory, tale, local, artefact, tradition and words denoting passage of time.		
Key Vocabulary Unit Specific	Anglo-Saxons, Settled, Kent, Sussex, Essex, East Anglia, Weregild, Fines, Christianity, Pope, Augustine, Monks, Conversion, Churches, Monasteries, Alfred the Great, Wessex, Vikings, Tribes, Angle, Saxon, Jute.	Invasion, Raid, Longship, Conquest, Settlement, Pillage, Viking, Anglo-Saxon, Famine, Battle, Kingdom, Norman Conquest	Civilisation: 🌍🏛️, Hierarchy: ⬆️⬇️⬇️⬆️, Ajaw 🏰👑 Itzamna ☀️, Chac ☁️, Kukulkan 🐉🦅 Cacao 🍫, Jade 💎 and Textiles 🧵
Substantive Knowledge	<ol style="list-style-type: none"> The Anglo-Saxons were made up of three tribes from Europe: the Angles, Saxons, and Jutes, with the Angles and Saxons being the largest. These tribes came from Scandinavia (Denmark and Norway). The Anglo-Saxons settled in eastern Britain in areas now known as Kent, Sussex, Essex, and East Anglia. They had a system called 'weregild,' where people paid fines for injuries instead of facing execution. In AD 597, many Anglo-Saxons began to convert to Christianity, leading to the building of new churches. Alfred the Great, the most famous Anglo-Saxon king, defended Wessex against the Vikings. 	<p>The Viking invasions were driven by the need for new trade routes and opportunities, the search for arable land due to overpopulation and famine, and the Viking spirit of exploration and desire for new conquests.</p> <p>The Viking longship was a critical element for Viking expansion during the 8th to 11th centuries.</p> <p><i>The Vikings began to raid the coasts of Britain and Ireland towards the end of the 8th century. One of the earliest recorded raids in England was in AD 793 at Lindisfarne in north-east England.</i></p> <p><i>The Great Heathen Army, led by the sons of Ragnar Lodbrok, invaded England in 865, launching a series of campaigns to conquer several Anglo-Saxon kingdoms.</i></p> <p><i>Vikings lived in England until the Norman conquest in 1066</i></p>	<ol style="list-style-type: none"> The Maya lived in parts of Mexico, Guatemala, Belize, Honduras, and El Salvador, with key cities like Tikal, Chichen Itza, and Palenque. Their social structure had three main groups: nobles, commoners, and slaves, with cities featuring important religious, cultural, and governmental buildings. Maya city-states were ruled by kings (ajaw), who held both political and religious power and were seen as god-like figures chosen to maintain balance with the gods. Gods such as Itzamna, Chac, and Kukulkan influenced agriculture, weather, and governance. The Maya traded cacao, jade, and textiles. The Maya used roads for overland trade and canoes for water-based trade along rivers and coasts.
Procedural Knowledge			

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<p><u>1. Historical Enquiry & Use of Sources</u></p> <ul style="list-style-type: none">-Begin to ask more complex questions aiming to link events together [e.g. What impact did the end of WWI have on causing WWII?]-When presented with sources, begin to be categorised as primary or secondary sources.-Use the library and internet for research with increasing confidence [e.g. knowing the processes of finding the information they are after and what to search for].-Select relevant sections of information from primary and secondary sources and use to build up a picture of an event from the time studied	<p><u>2. Interpretation & Reliability of Historical Sources</u></p> <ul style="list-style-type: none">-Compare accounts of events from different sources and questions which are more reliable.-Offer some reasons for different versions of events [e.g. from the perspective of the conqueror and the conquered].	<p><u>3. Chronological Understanding</u></p> <ul style="list-style-type: none">-Know and sequence key events of time studied in order to develop chronological understanding of periods studied and how they relate to others-Establish clear narratives across studied time periods-Use relevant terms and period labels-Make comparisons between different time periods in the past	<p><u>4. Communicating Knowledge & Understanding</u></p> <ul style="list-style-type: none">-Recall, select and organise historical information-Communicate their knowledge and understanding through more formal means e.g. debate, justification and reasoning, presentation and essay(?) <p>Vocabulary children should understand and be able to actively use by the end of the year:</p>
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Year Group: 6

During Upper Key Stage 2, children should deepen their understanding of historical events and periods by examining a broader range of sources and perspectives. They will build on their chronological knowledge and refine their ability to establish clear narratives within and across different historical periods. Pupils should analyse the causes and consequences of historical events and identify patterns and connections over time. They will engage with a variety of primary and secondary sources, such as documents, artefacts, and digital resources, to construct well-supported interpretations of the past. Additionally, pupils will develop critical thinking skills by comparing sources and evaluating their reliability, helping them to address complex historical questions and construct their own interpretations of historical evidence.

Prior Learning:

During Lower Key Stage 2, children will have been introduced to key historical concepts including:

- The use of primary sources (e.g., objects, documents) to learn about the past
- Basic understanding of chronology and key historical terms (e.g., before, after, ancient, modern)
- The idea that history involves both change and continuity over time

<u>Unit/Theme</u>	<u>Transatlantic Slave Trade</u> Year 6 Au1 MTP Transatlantic Slave Trade	<u>What difference did the Suffragettes make?</u> Year 6 Spr1 MTP Suffragettes	<u>How did WW2 affect us?</u>
<u>Key Question Link:</u>	<p>How did the Trade Triangle function, and what were the economic motivations behind Britain's involvement in the transatlantic slave trade? What were the experiences of enslaved Africans during the Middle Passage and on plantations, and how did these experiences impact their lives and societies? What were the key events and factors that led to the abolition of the slave trade, and how did this movement influence Britain and its empire?</p>	<p>Why did women in the UK fight for the right to vote? How did the Suffragettes use protests and other methods to campaign for women's rights? What was the role of Emmeline Pankhurst in the women's suffrage movement? And how did World War I change the role of women in society?</p>	<p>How did the spread of the German Empire compare to earlier empires like the Romans and Vikings? What were the major impacts of World War II on civilians, particularly in terms of daily life and survival? How did events like conscription, evacuation, and rationing affect the people living through World War II? In what ways can we accurately recreate and understand the experiences of London residents during the bombing raids of World War II?</p>
<i>Big Ideas</i>	<p>This unit focuses on understanding the role of the British Empire in the transatlantic slave trade, exploring the economic motivations behind the Trade Triangle, and the devastating human impact on enslaved Africans. It also examines the moral and ethical questions raised by slavery, the development of the abolition movement, and the long-term consequences for society. Through this, pupils will learn about the causes, key events, and enduring legacy of this significant period in history.</p>	<p>Developing skills of source analysis and appreciation of activism of others to gain investigate a further group of society with differing status: this time considering the impact of certain actions on/for the status of women pre, during and post WW1.</p>	<p>Within this unit, describe the spread of the German Empire and compare it to previous expansions, such as those of the Romans and Vikings. Use a variety of sources to explain the impact of these events on local populations, considering factors like conscription, evacuation, rationing, and bombing during World War II. Recreate historically accurate accounts of how these events affected daily life, focusing on the experiences of civilians during wartime</p>



Key Vocabulary Subject Specific	History, the past, present, chronological order, timeline, time, memory, tale, local, artefact, tradition and words denoting passage of time.		
Key Vocabulary Unit Specific	Trade Triangle, transatlantic, slavery, enslaved, manufactured goods, West Africa, Caribbean, colonies, Middle Passage, plantations, Royal African Company, abolition, economy, empire, port cities, sugar, tobacco, cotton, exploitation, timeline, mapping, human cost.	Suffrage, Suffragette, Emmeline Pankhurst, Women's Social and Political Union (WSPU), Votes for Women, Parliamentary elections, Propaganda, Campaign, Arson, Window smashing, Equal rights, World War I, Women's employment, Votes for All, Full voting rights, Civil disobedience, Protests, Activism.	trade, wealth, import, export, colonial, empire, settlement, agriculture, natural resources, sources, evidence, urbanisation, industrial, revolution, invention,
Substantive Knowledge	<ol style="list-style-type: none"> 1. The Transatlantic Slave Trade had three main routes: Europe sent goods to Africa, Africa sent enslaved people to the Americas, and the Americas sent products back to Europe. 2. Important countries involved were Britain, Portugal, Spain, and France, with enslaved people mainly coming from West Africa and being taken to the Americas. 3. The slave trade happened because there was a big need for workers in the American colonies, especially on plantations growing sugar, tobacco, and cotton. 4. Enslaved people were transported under terrible conditions on ships, with very little space and poor hygiene, leading to many deaths from illness and mistreatment. 5. On Caribbean plantations, enslaved people worked very hard and faced harsh conditions, but they also resisted and kept their own traditions. 6. William Wilberforce and others worked to stop the slave trade, resulting in a law in 1807 that made it illegal to trade enslaved people in Britain. 7. The effects of the slave trade are still felt today, with ongoing issues like racial 	<ol style="list-style-type: none"> 1. Victorians believed a woman's place was in the home, but the Suffragettes fought for women's right to vote in the UK. 2. Suffragettes used art, propaganda, and direct actions, such as window smashing and arson, to campaign for female suffrage. 3. Emmeline Pankhurst, the leader of the British suffragette movement, played a key role in the fight. 4. During World War I, Pankhurst paused suffragette activities and focused on recruiting women for war work. Women proved their ability by taking on jobs traditionally held by men. 5. In 1918, women over thirty who owned property gained the right to vote. Full suffrage for women was achieved in 1928. 	<ol style="list-style-type: none"> 1. World War II started in 1939 when Germany, led by Adolf Hitler, invaded Poland, breaking the peace after World War I. 2. The Treaty of Versailles, signed after World War I, had placed strict rules on Germany, but Hitler ignored them in the 1930s. 3. Important events like the German invasion of Poland, the annexation of Austria, and a pact with the Soviet Union helped lead to the war. 4. During the war, new technologies like faster planes, powerful tanks, and radar changed how battles were fought. 5. The Blitz was a bombing campaign by Germany that targeted London, causing significant destruction and loss of life. 6. Despite the damage, Londoners showed great resilience, which helped the Allies win the war, and the impact of the Blitz can still be seen in London today.

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inequality and economic differences in both Africa and the Americas

Procedural Knowledge

1. Historical Enquiry & Use of Sources	2. Interpretation & Reliability of Historical Sources	3. Chronological Understanding	4. Communicating Knowledge & Understanding
<p>Recognise primary and secondary sources and categorise them with confidence.</p> <p>Know that our knowledge of the past is constructed from a range of sources, use a variety of sources to find out about a given aspect of a period of history</p> <p>Bring knowledge and information gathered from several sources together in a fluent account of an event/period of history. Additionally, use said knowledge and sources to find answers to questions the children have posed.</p>	<ul style="list-style-type: none"> -Compare and link sources to work out how conclusions around historical events were arrived at -Sift through and compare sources to create own conclusions -Consider ways of checking the accuracy of interpretations - fact or fiction and opinion and be aware that this is not always possible. -Be aware that different evidence will lead to different conclusions -Confidently use the library for research 	<p>Place current study on timeline in relation to other studies</p> <ul style="list-style-type: none"> -Begin to identify significant events that define a period or ones that could have altered it dramatically. -Use relevant dates and terms -Sequence a growing numbers of events on a timeline pre, post and during the period studied 	<ul style="list-style-type: none"> -Recall, select and organise historical information -Communicate their knowledge, understanding and conclusions through more formal means e.g. debate, justification and reasoning, presentation and essay <p>Vocabulary children should understand and be able to actively use by the end of the year: Argument, balance, weigh-up, sift, conclude, belligerents, allies, Commonwealth, welfare, communism, capitalism, annulment, Reformation, heir, legitimate and any other relevant words from previous years.</p>



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