

History at Woodlands



	Understanding the world	Learning foci	
EYFS	Understanding the world Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the 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 	
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 	
	Unit	Substantive Knowledge	Disciplinary knowledge
Year 1	<p>Changes within living memory</p> <p>Local study Where did I live when...?</p>	<p>Stages What are the stages in my life?</p> <p>Changes What did I play with when I was a baby? Why was that? What did I play with when I was 1 or 2 years old? Why was that? What did I play with when I was 3 or 4 years old? Why was that? What did I play with when I started school? Why was that?</p> <p>Explain it What changes have happened in my lifetime?</p>	<p>Chronology</p> <ul style="list-style-type: none"> • Use timelines to order events • Create timelines to show different periods of time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time. <p>Use evidence to explain the past</p> <ul style="list-style-type: none"> • Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like.
	The lives of significant people	<p>Mary Anning Who was Mary Anning? What did she do? What did Mary Anning discover?</p> <p>David Attenborough Who is David Attenborough? What does he do? What has David Attenborough achieved?</p> <p>Compare Compare the lives of Mary Anning and David Attenborough.</p> <p>Pioneer</p>	<p>Cause and consequence What happened that led Mary Anning to discover fossils? What happened to Mary Anning as a result of her discoveries? What happened that led David Attenborough to film wildlife documentaries? What was the consequence of David Attenborough making his films?</p> <p>Change and continuity How has the way people think about the past changed because of the discoveries of Mary Anning?</p>

		<p>Who was Neil Armstrong? What did he achieve?</p> <p>Explorers Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve?</p> <p>Remember Compare the achievements of two significant individuals. What was similar and what was different? Study a third significant individual from the above.</p>	<p>How has the way people think about wild animals and the environment changed because of David Attenborough's films?</p> <p>Evidence Why do we need to know about the past? How do we know about the past? What things tell us about the past?</p> <p>Significance What did Mary Anning do that was significant? Why was that? What did David Attenborough do that was significant? Why was that?</p>
<p>Year 2</p>	<p>Events beyond living memory</p> <p>Plus revisit module</p>	<p>When and where? Where is London? When was the Great Fire of London?</p> <p>What? How did the fire start? Why did the fire spread so quickly?</p> <p>Study Sunday 2nd September 1666 - Where did the fire spread to?</p> <p>Study Monday 3rd and Tuesday 4th September 1666 - Where did the fire spread to?</p> <p>Study Wednesday 5th and Thursday 6th September 1666</p> <p>Evidence and change How do we know about the Great Fire of London? Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. What effect did the fire have on London? As a consequence of the fire, what changes were made to London?</p>	<p>Chronology</p> <ul style="list-style-type: none"> • Use timelines to order events. • Create timelines to show different periods of time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time <p>Use evidence to explain the past</p> <ul style="list-style-type: none"> • Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like <p>Connect history through time</p> <ul style="list-style-type: none"> • Describe events through time and make connections to the past. • Compare and contrast the ideas, beliefs and the way people lived through time.
	<p>Significant historical events, people and places in Bradwell and Great Yarmouth</p>	<p>Great Yarmouth today Remember - what is Great Yarmouth like today?</p> <p>Great Yarmouth in the past</p>	<p>Change and continuity What changed over time? Why did things change? What has stayed the same?</p>

	<p>Local Study</p>	<p>What things happened in Great Yarmouth's past? James Paget World War II Anna Sewell The Waterways</p>	<p>Why do you think they have stayed the same?</p> <p>Evidence Why do we need to know about the past? How do we know about the past? What is historical evidence? What evidence helps us to know about the past?</p> <p>Significance What events were significant in the history of Great Yarmouth? What people made significant decisions or took significant actions that affected Great Yarmouth? What actions do you think were significantly good? Why was that? What actions do you think were significantly bad? Why was that?</p>
<p>Year 3</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Stone Age Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know? What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know?</p> <p>Bronze Age When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age?</p> <p>Iron Age When was the Iron Age? What was the Iron Age like? How do we know? What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>	<p>Chronology</p> <ul style="list-style-type: none"> Place the period accurately on a timeline Describe what the time period was like Relate to previous or other known periods of time Know about the difference between BC (BCE) and AD (CE) <p>Evidence and enquiry</p> <ul style="list-style-type: none"> Know that evidence tells the story of an artefact or place Use evidence to explain the past and place within the studied culture Think critically with evidence Look at cause and effect Ask questions and use what you know to answer them <p>Connections</p> <ul style="list-style-type: none"> Know what was happening in Britain, Europe or world locations at the same time Compare and contrast the technological and cultural advances of people or a civilisation
	<p>The Roman Empire and its impact on Britain</p>	<p>People and belief Who were the Romans?</p>	<p>Cause and consequence</p>

	<p>Local Study Burgh Castle - Why did the Romans settle there?</p> <p>East Anglia and Boudicca, Queen of the Iceni people</p>	<p>What was it like to live in Rome?</p> <p>The invasion of ancient Britain Remember the Celtic people: what was it like to live during the Iron Age? When did the Romans invade Britain?</p> <p>Resistance and change Who resisted the Roman invasion?</p> <p>Technology: how did Britain change under Roman rule?</p> <p>Belief: how did Britain change under Roman rule?</p> <p>SUMMARISE IT: what was the impact of the Roman Empire on Britain?</p>	<p>What caused the Romans to invade Britain?</p> <p>What did the Romans do that led to significant change? Which significant people were involved in making change happen? What was the consequence of the actions the Romans took? Why didn't the Romans invade the northern regions of Britain? What caused the Romans to leave Britain?</p> <p>Similarities and difference What do you notice that was similar in Rome and Britain at that time? What do you notice that was different between Rome and Britain at that time? How were the Celts different to the Romans? How were their armies different? Why was that?</p>
<p>Year 4</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Local Study Sutton Hoo</p>	<p>Cause Why did the Anglo-Saxons come to Britain? Where did the Anglo-Saxons come from?</p> <p>Anglo-Saxon life in Britain What was life like for Anglo-Saxons in Britain? What kingdoms were formed by the Anglo-Saxons?</p> <p>Evidence – Local Study How do we know about the Anglo-Saxons?</p> <p>Religion How did religion influence the Anglo-Saxons? How do we know this?</p>	<p>Chronology</p> <ul style="list-style-type: none"> Place the period accurately on a timeline Describe what the time period was like Relate to previous or other known periods of time Know about the difference between BC (BCE) and AD (CE) <p>Evidence and enquiry</p> <ul style="list-style-type: none"> Know that evidence tells the story of an artefact or place Use evidence to explain the past and place within the studied culture Think critically with evidence Look at cause and effect Ask questions and use what you know to answer them <p>Connections</p> <ul style="list-style-type: none"> Know what was happening in Britain, Europe or world locations at the same time Compare and contrast the technological and cultural advances of people or a civilisation

<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Local Study Great Heathen Army invaded East Anglia</p>	<p>Origins What was life like for Vikings? When did the Vikings attack Britain?</p> <p>Settlement Where did the Vikings invade and Settle? Why were the Vikings so feared and successful?</p> <p>Struggle for power When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings?</p> <p>Consequence What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England?</p>	<p>Chronology How this period of time connects to early Anglo-Saxon invasion and the establishment of kingdoms</p> <p>Cause and effect Arguments are built from evidence to study why and how events may have happened and their connection to others.</p> <p>Similarity and difference Making relational connections to events in the past. How and why was this similar or different?</p> <p>Evidence Pupils recognise that sources can be written from different perspectives and for different purposes.</p> <p>Significance Using the balance of evidence, what event, action or decision had more influence or impact than others.</p>
<p>Ancient Egypt - the achievements of the earliest civilizations</p>	<p>People and place Who were a few of the earliest civilisations and what did they achieve? Who were the ancient Egyptians and where did they live?</p> <p>Ancient Egyptian kingdoms The Old Kingdom: who was significant and what did they achieve? The Middle Kingdom: who was significant and what did they achieve? The New Kingdom: who was significant and what did they achieve?</p> <p>Achievements and beliefs Achievements: how and what did the ancient Egyptians write? Achievements: How did the ancient Egyptians use the River Nile? Gods: what did the ancient Egyptians believe in? Evidence: what do we know about</p>	<p>Chronology What were the three kingdoms of the ancient Egyptians? When and where do archaeologists think the ancient Egyptian civilisation began? How did the ancient Egyptian technology change over time? How long did the ancient Egyptian religion endure? Is that longer or shorter than Christianity?</p> <p>Change and continuity How did burial change throughout the ancient Egyptian civilisation? Rameses II was described as one of the most successful pharaohs. How do we know? Were all ancient Egyptian kings male? What other civilisations influenced the ancient Egyptian way of life?</p> <p>Evidence What range of evidence tells us about the the ancient Egyptian civilisation? Why was the Rosetta Stone such an important archaeological find?</p>

		Tutankhamun?	Why was writing such an important invention for the ancient Egyptians? What legacy did that leave? Even though Tutankhamun's tomb didn't offer the full glory other kings were afforded, it was a unique find of immense importance. Why was that?
Year 5	Maya c.AD 900	<p>People and place Where did the Maya live? What were the significant events in the Maya's history?</p> <p>City-states What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza</p> <p>Inventions What did the Maya invent?</p> <p>Consequences What happened to the Maya city-states?</p> <p>Comparisons Remember Britain and the Anglo-Saxons Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p>	<p>Chronology</p> <ul style="list-style-type: none"> Place the period accurately on a timeline Describe what the time period was like Relate to previous or other known periods of time Know about the difference between BC (BCE) and AD (CE) <p>Evidence and enquiry</p> <ul style="list-style-type: none"> Know that evidence tells the story of an artefact or place Use evidence to explain the past and place within the studied culture Think critically with evidence Look at cause and effect Ask questions and use what you know to answer them <p>Connections</p> <ul style="list-style-type: none"> Know what was happening in Britain, Europe or world locations at the same time Compare and contrast the technological and cultural advances of people or a civilisation
	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Local Study Greek heritage in Great Yarmouth Myths relating to the sea Olympian – Sophie Mckinna</p>	<p>People and belief Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold?</p> <p>Powerful city-states City-states: what was the difference between Athens and Sparta? What was democracy like in Athens?</p> <p>Ancient Greek way of life (culture) Why was the theatre important to the Ancient Greeks?</p>	<p>Chronology</p> <ul style="list-style-type: none"> Place the period accurately on a timeline Describe what the time period was like Relate to previous or other known periods of time Know about the difference between BC (BCE) and AD (CE) <p>Evidence and enquiry</p> <ul style="list-style-type: none"> know that evidence tells the story of an artefact or place

		<p>What myths and fables did the Ancient Greeks create?</p> <p>Pivotal battles What happened at the Battles of Marathon and Salamis? Why were they important?</p> <p>Legacy Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p>	<ul style="list-style-type: none"> • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them <p>Connections</p> <ul style="list-style-type: none"> • know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation
Year 6	Windrush generation	<p>People and place Where are the Caribbean islands? What's their history?</p> <p>Migration and settlement How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? Why did people migrate from the Caribbean to England in 1948? What was life in London like for the Windrush pioneers? Who was Sam King and what did he do? Who was Norma Best and what did she do?</p> <p>Application How did the Windrush migration change Britain for the better?</p>	<p>Chronology</p> <ul style="list-style-type: none"> • place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE) <p>Evidence and enquiry</p> <ul style="list-style-type: none"> • know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them <p>Connections through time</p> <ul style="list-style-type: none"> • know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation
	Monarchs through time	<p>William the Conqueror How is William I remembered? What legacy did he leave?</p> <p>Henry VIII How is Henry VIII remembered?</p>	<p>Cause and consequence What did each monarch do that led to change? In your opinion, was that a good or bad change for the people of that time? Why was that?</p>

		<p>What legacy did he leave?</p> <p>Elizabeth I How is Elizabeth I remembered? What legacy did she leave?</p> <p>Charles II How is Charles II remembered? What legacy did he leave?</p> <p>Queen Victoria How is Queen Victoria remembered? What legacy did she leave?</p> <p>Summary In your opinion, who was the greatest past monarch? Why is that?</p>	<p>Did all the monarchs studied engage in warfare and conflict? How did each monarch use their power and influence? Did all the monarchs studied desire to build Empires or further their kingdoms? Why do you think that?</p> <p>Change and continuity Which monarchs caused a lot of change? Why was that? Which monarchs made Britain more stable? Why was that? Does change bring about stability? Why do you think that? What do you think was important to each monarch? Why was that? What do you think was less important to each monarch? Why would you say that?</p> <p>Similarity and difference What do you think was similar about them? What is different about a monarch and an elected head of state?</p>
	<p>The Battle of Britain</p> <p>Local Study How and why was Great Yarmouth effected?</p>	<p>Cause Why did Britain declare war on Germany in 1939?</p> <p>Food shortage Why was rationing introduced?</p> <p>Threat Why were people evacuated from Cities? Why were people evacuated from Great Yarmouth?</p> <p>Battle of Britain What happened in the Battle of Britain?</p> <p>Bombing cities The Blitz: how did Hitler continue to attack Britain?</p> <p>Consequence How did conflict change society in the Second World War?</p>	<p>Chronology</p> <ul style="list-style-type: none"> place the period accurately on a timeline describe what the time period was like relate to previous or other known periods of time know about the difference between BC (BCE) and AD (CE) <p>Evidence and enquiry</p> <ul style="list-style-type: none"> know that evidence tells the story of an artefact or place use evidence to explain the past and place within the studied culture think critically with evidence look at cause and effect ask questions and use what you know to answer them <p>Connections through time</p> <ul style="list-style-type: none"> know what was happening in Britain, Europe or world locations at the same time



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