

## History

<b>Year 1 – Understanding Change</b>		
Autumn	Spring	Summer
“Where in the world am I?”	“Will we still play with the same toys when we are older?”	“Which animal would we invite to tea?”
<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Significant historical events, people and places in their own locality</li> <li>✓ Timelines detailing these local changes</li> </ul> <p><b>Key vocabulary:</b> past, present, future, years, decades, chronology/chronological, significant, timeline, national, local, change</p> <p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none"> <li>✓ Analyse photographs and maps from the past</li> <li>✓ Begin to use vocabulary linked to chronology</li> <li>✓ Recognise similarities and differences between these time periods</li> </ul> <p><b>Key vocabulary:</b> differences, similarities, maps, photographs</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> influence, shape, impact</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Events beyond living memory that are significant nationally and/or globally</li> <li>✓ The lives of significant individuals in the past who have contributed to national and international achievements. <b>Ole Kirk Christiansen – creator of Lego</b></li> <li>✓ Explore the evolution of toys</li> </ul> <p><b>Key vocabulary:</b> individual, contribution, achievement, invention, inventor, creation, creator, technology, factory, materials (link to science)</p> <p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none"> <li>✓ Analyse photographs, adverts and toys from the past</li> <li>✓ Begin to look into the wider world and the differences to the UK (link to geography)</li> </ul> <p><b>Key vocabulary:</b> compare, contrast</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss the trends in toys and why they have changed</li> </ul> <p><b>Key vocabulary:</b> trends, popular/popularity</p>	<p>No new objectives introduced. Consolidation of children’s chronological understanding through other subject areas.</p>
<b>Summary</b>		
Changes in living memory: History of Highwood and Woodley, school development and building changes	Events beyond living memory and significant individuals: The invention of Lego and its creator (Ole Kirk Christiansen)	
<b>Year 2 – Expanding Horizons</b>		
Autumn	Spring	Summer
“Was the Great Fire of London a total disaster?”	“Where in the world would we like to explore?”	“What could go in our best British Banquet?”
<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Events beyond living memory that are significant nationally and/or globally – <b>Great Fire of London</b></li> <li>✓ Timeline of the events of the fire</li> <li>✓ The lives of significant individuals in the past who have contributed to national and international achievements – <b>Samuel Pepys</b></li> </ul> <p><b>Key vocabulary:</b> past, present, future, years, decades, significant,</p>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Events beyond living memory that are significant nationally and/or globally – <b>First female solo flight across the Atlantic</b></li> <li>✓ Compare and contrast the lives of significant individuals in the past who have contributed to national and international achievements – <b>Captain Cook and Amelia Earhart</b></li> </ul>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Significant historical events, people and places in their own locality – <b>Huntley and Palmers</b></li> <li>✓ Timeline of changes to Reading from the formation of Huntley and Palmers to present day</li> </ul> <p><b>Key vocabulary:</b> stage coach, production, ingredients, export, British Empire</p>

<p>chronology/chronological, St. Paul's Cathedral, firebreaks, firestorms, monarchy, The Stuarts, disaster, parliament, Tudor, combustible</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> influence, shape, impact, merchants, peasants</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> <li>✓ Predict changes for the future based upon knowledge of the past</li> </ul> <p><b>Key vocabulary:</b> disaster, hindsight, reflection</p> <p>Empathy and understanding</p> <ul style="list-style-type: none"> <li>✓ Discuss the impact the Fire had on the people and the place</li> </ul> <p><b>Key vocabulary:</b> empathy, sympathy, distraught, unsettled, rebuilt, new era</p> <p>Historical enquiry and forming conclusions from a variety of sources</p> <ul style="list-style-type: none"> <li>✓ Examine the importance of Samuel Pepys' diary and other accounts from the time</li> <li>✓ Compare the different viewpoints</li> </ul> <p><b>Key vocabulary:</b> first-hand experience, eyewitness</p>	<p>(link to geography – coastlines, maps, exploration)</p> <p><b>Key vocabulary:</b> exploration, national, international, global, mapping, aviation</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> influence, shape, impact</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to the significance of these events</li> <li>✓ Predict changes for the future based upon knowledge of the past</li> </ul> <p><b>Key vocabulary:</b> technology, advancements</p>	
<b>Summary</b>		
<p>Events beyond living memory that are significant nationally or globally: The Great Fire of London</p>	<p>Compare and contrast the lives of significant individuals who have contributed to national and international achievements: Captain James Cook and Amelia Earhart</p>	<p>Significant historical people and places in own locality: Huntley and Palmers</p>
<b>Year 3 – Elements of Nature</b>		
Autumn	Spring	Summer
<p>“What did the Prehistoric people yabba dabba do?”</p>	<p>“How has water shaped our world?”</p>	<p>“How can we help protect our planet?”</p>
<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Timeline detailing the changes to the local area from the <b>Stone Age to the Iron Age</b></li> </ul> <p><b>Key vocabulary:</b> prehistoric, BC, Stone Age, Bronze Age, Iron Age, megalithic, monuments, ceremonial, agricultural, crops, hunter-gatherers, religion, archaeologists, tribal kingdoms, Neolithic, tools, weaponry</p> <p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none"> <li>✓ Analyse drawings, artefacts and maps from the past</li> </ul>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Analyse photographs and maps of Henley from the past</li> <li>✓ Research and create a timeline detailing the history of boats, their purpose and why they are significant to Henley</li> </ul> <p><b>Key vocabulary:</b> canals, rivers, waterways, locks, Regatta, houseboats, trawlers, steamers, destroyers, longboats, passenger ships, cargo ships, oil ships, merchant ships, vessel, flagship, ocean liner, warship, rowing boat, sailing boat</p>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Research of the time 200-900AD</li> <li>✓ Timelines detailing the creation and decline of the <b>Mayan civilisation</b></li> </ul> <p><b>Key vocabulary:</b> civilisation, AD, Mesoamerica, settlements, indigenous, nobility, rainforest, pyramids, city states</p> <p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none"> <li>✓ Analyse artefacts, monuments and hieroglyphics</li> <li>✓ Identify what was considered significant to the Mayan society –</li> </ul>

<ul style="list-style-type: none"> <li>✓ Identify and explore similarities and differences between these time periods</li> </ul> <p><b>Key vocabulary:</b> artefacts, archaeology, Stonehenge, pottery, smelted, copper, bronze, tin</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> development, advancements</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p>Historical enquiry and forming conclusions from a variety of sources</p> <ul style="list-style-type: none"> <li>✓ Examine the importance of archaeological discoveries</li> <li>✓ Debate how forming of such monuments like Stonehenge could have happened</li> <li>✓ Analyse how important this time period was – is it considered to be more important to Britain compared to other regions?</li> </ul> <p><b>Key vocabulary:</b> ceremonial, cemetery, hypothesis</p>	<p>Historical enquiry and forming conclusions from a variety of sources</p> <ul style="list-style-type: none"> <li>✓ Explore the usage of waterways in the past</li> <li>✓ Examine why rivers and canals are still important in this modern age</li> <li>✓ Debate whether rivers and canals will continue to be significant in history</li> </ul> <p><b>Key vocabulary:</b> engineer, architect, cargo, British Empire, population, industry growth, Kennet &amp; Avon, locks, Floating Harbour, River Thames</p>	<p>how has this changed to modern society?</p> <ul style="list-style-type: none"> <li>✓ Recognise similarities and differences between this time and the present day</li> </ul> <p><b>Key vocabulary:</b> monuments, hieroglyphics, society, culture/cultural, economic, royalty, hierarchy, ruler, sacrifice</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> architecture, astronomy, astrology, calendar</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p>Empathy and understanding</p> <ul style="list-style-type: none"> <li>✓ Critique the end of the Mayan civilisation – what lessons can we learn from this?</li> </ul> <p><b>Key vocabulary:</b> empathy, sympathy, decline, dissolution</p> <p>Historical enquiry and forming conclusions from a variety of sources</p> <ul style="list-style-type: none"> <li>✓ Examine the importance of archaeological discoveries</li> <li>✓ Debate and collate evidence to explain what could have caused the decline of the Mayan civilisation</li> </ul> <p><b>Key vocabulary:</b> drought, sustainability, warfare</p>
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**Summary**

Changes in Britain from the Stone Age to the Iron Age	A local history study: Henley and its waterways	Non-European society that provides contrasts with British history: The Mayans
<b>Year 4 – Exploring the past</b>		
Autumn	Spring	Summer
“What is more precious: Water or gold?”	“What did the Romans ever do for me?”	“How have our coasts made Britain great?”
<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Research of the time from 3,200BC to 30BC with the death of Cleopatra</li> <li>✓ Timeline detailing <b>Ancient Egypt</b> and its achievements</li> </ul> <p><b>Key vocabulary:</b> settlers, civilization, BC, River Nile, pharaohs, archaeology, gods, goddesses, afterlife, sarcophagus, mummification, dynasty</p> <p>Comparing and contrasting periods and happenings</p>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Research of the time AD43 to AD410</li> <li>✓ Timeline detailing The Roman Empire and its expansion</li> </ul> <p><b>Key vocabulary:</b> Empire, expansion, invasion, conquest, resistance, Celts, laws, taxes, kingdoms, Boudicca, emperor</p> <p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none"> <li>✓ Analyse artefacts, maps and texts</li> </ul>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Timeline of the history of Swanage</li> </ul> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> heritage, coastline, Durdl Door, pier, Corfe Castle, stone industry, tourist attraction, restoration</p>

<ul style="list-style-type: none"> <li>✓ Analyse artefacts, monuments and hieroglyphics</li> <li>✓ Identify what was considered significant to the Egyptian society – how has this changed to modern society?</li> <li>✓ Recognise similarities and differences between this time and the present day</li> </ul> <p><b>Key vocabulary:</b> monuments, hieroglyphics, agriculture, culture/cultural, economic, religion</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> <li>✓ Ask and answer questions which underline the importance of the Egyptians – what would have happened if Ancient Egypt did not exist? Would our lives be the same?</li> <li>✓ Assess the modern reliance upon many Ancient Egyptian inventions</li> </ul> <p><b>Key vocabulary:</b> invention, construction, ramp, lever, surveying, flax, papyrus, solar calendar, hieroglyphics, cosmetics</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p>Empathy and understanding</p> <ul style="list-style-type: none"> <li>✓ Critique how significant the end was to the people of Egypt</li> <li>✓ Examine the impact from a religious aspect</li> </ul> <p><b>Key vocabulary:</b> Roman Empire, Christianity, Islam, Greek alphabet</p> <p>Historical enquiry and forming conclusions from a variety of sources</p> <ul style="list-style-type: none"> <li>✓ Examine the importance of archaeological discoveries</li> </ul> <p><b>Key vocabulary:</b> millennia, inscriptions</p>	<ul style="list-style-type: none"> <li>✓ Recognise similarities and differences between this time and the present day</li> </ul> <p><b>Key vocabulary:</b> villas, bathhouses, slaves, forts, Colosseum, Basilica, gladiator, Pantheon</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> Hadrian’s Wall, roads, markets, trade, Latin</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p>Historical enquiry and forming conclusions from the variety of sources</p> <ul style="list-style-type: none"> <li>✓ Examine the importance of archaeological discoveries</li> <li>✓ Analyse the significance and the enduring legacy of the Roman Empire</li> </ul> <p><b>Key vocabulary:</b> legacy, dissolution, coin, sewer, chariots, aqueduct, religion, Christianity</p>	
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**Summary**

Achievements of the earliest civilisations: Ancient Egypt	The Roman Empire and its impact on Britain	History of Swanage and the surrounding area
<b>Year 5 – Shaping the future</b>		
Autumn	Spring	Summer
“Has our planet finished evolving?”	“Is invasion ever justified?”	“How do you build an Empire?”
<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Research and plot the different theories and new evidence on a timeline</li> </ul> <p><b>Key vocabulary:</b> theory, conjecture, evidence, geologists, landmass (Pangaea)</p>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Research of the time from AD 410 to 1066</li> <li>✓ Timeline of significant events including Anglo-Saxon invasions, Viking raids and invasions and the death of Edward the Confessor</li> </ul>	<p><b>History</b></p> <p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Research the time of 776BC-146BC to create a timeline</li> </ul>

<p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none"> <li>✓ Analyse why there was a shift in acceptance of the plates tectonic theory</li> </ul> <p><b>Key vocabulary:</b> predecessor, hypothesis</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> prediction, theorise</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p>Historical enquiry and forming conclusions a the variety of sources</p> <ul style="list-style-type: none"> <li>✓ Debate the different theories</li> <li>✓ Interpret the evidence given</li> <li>✓ Analyse which sources are the most reliable</li> </ul> <p><b>Key vocabulary:</b> sources, reliability, analysis, primary sources, secondary sources</p>	<p><b>Key vocabulary:</b> withdrawal, invasions, settlements, kingdoms, conversion, resistance, Bayeux Tapestry, successor</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p>Empathy and understanding</p> <ul style="list-style-type: none"> <li>✓ Identify the losses felt by all sides involved</li> </ul> <p><b>Key vocabulary:</b> empathy, sympathy, defeat, victory, impact, repercussions</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p>Historical enquiry and forming conclusions a the variety of sources</p> <ul style="list-style-type: none"> <li>✓ Examine the importance of archaeological discoveries</li> <li>✓ Analyse the significance and the enduring legacy of the Anglo-Saxons</li> </ul> <p><b>Key vocabulary:</b> culture, language, laws, justice, political landscape, Northumbria, Mercia, East Anglia, Wessex</p>	<ul style="list-style-type: none"> <li>✓ Plot key dates, events and significant individuals on the timeline</li> </ul> <p><b>Key vocabulary:</b> Olympia, Gods and Goddesses, Homer, Iliad, democracy, Hippocrates, Parthenon, Athens, Sparta, Corinthians, Alexander the Great</p> <p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none"> <li>✓ Analyse art, vases, sculptures, poems and texts (Homer and the Illiad)</li> <li>✓ Identify what was considered significant to the Ancient Greek society –how has this changed to modern society?</li> <li>✓ Recognise similarities and differences between this time and the present day</li> </ul> <p><b>Key vocabulary:</b> Trojan War, Battle for Marathon, warfare</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> <li>✓ Examine the importance of Ancient Greece and its influence upon the modern world</li> </ul> <p><b>Key vocabulary:</b> democracy, medicine, Olympics</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p>
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**Summary**

Exploring plates tectonic theory – Alfred Wegener continental drift	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world
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**Year 6 – Instigating Change**

Autumn	Spring	Summer
“Does change always lead to progress?”	“What would a world without war look like?”	“What is the secret to success?”
<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Timeline of the Industrial Revolution 1712-1908 (from the invention of the steam engine to the first car)</li> </ul> <p><b>Key vocabulary:</b> inventions, mechanized, Spinning Jenny, Telegraph, Bessemer Method of Processing Steel, vaccines, dynamite</p>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Timeline of the Second World War 1939-1944</li> </ul> <p><b>Key vocabulary:</b> Nazi, dictator, Adolf Hitler, Winston Churchill, Neville Chamberlain, invasion, Jews, Allied Armies, persecution</p> <p>Comparing and contrasting periods and happenings</p>	<p>Chronology of events</p> <ul style="list-style-type: none"> <li>✓ Research of Woodley</li> <li>✓ Timeline of Woodley from WW2 onwards</li> </ul> <p><b>Key vocabulary:</b> town, precinct, industrial estates, business parks</p> <p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none"> <li>✓ Analyse maps, photographs and newspaper articles</li> </ul>

<p>Comparing and contrasting periods and happenings</p> <ul style="list-style-type: none"> <li>✓ Analyse first models and newer models of machinery</li> <li>✓ Recognise similarities and differences between this time and the present day</li> </ul> <p><b>Key vocabulary:</b> development, techniques, revolution, industrialised, urbanised</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> banking, communication, production, safety</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p>Historical enquiry and forming conclusions from a variety of sources</p> <ul style="list-style-type: none"> <li>✓ Examine the importance of archaeological discoveries</li> <li>✓ Analyse the significance of the Industrial Revolution</li> <li>✓ Debate what did not improve during this time</li> </ul> <p><b>Key vocabulary:</b> improvements, living standards, job opportunities, expansion, inequality, labour unions</p>	<ul style="list-style-type: none"> <li>✓ Identify motives and ideology behind WW2</li> <li>✓ Explore what life was like in Britain before, during and after the Second World War</li> </ul> <p><b>Key vocabulary:</b> air-raids, air-raid shelters, gas masks, blackouts, Home Front, land girls, evacuation, evacuees, rationing, Blitz</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> relationships, alliances, allegiances</p> <p>Cause and effect</p> <ul style="list-style-type: none"> <li>✓ Draw simple conclusions as to why change has happened</li> </ul> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p>Empathy and understanding</p> <ul style="list-style-type: none"> <li>✓ Discuss the loss felt by Britain alongside other nations</li> <li>✓ Debate why we can relate to the Germans during that time</li> </ul> <p><b>Key vocabulary:</b> empathy, sympathy, loss, compare, tragedy</p> <p>Historical enquiry and forming conclusions from a variety of sources</p> <ul style="list-style-type: none"> <li>✓ Analyse the significance and the enduring legacy of WW2 – do other areas of the world share the same opinion as Britain?</li> <li>✓ Draw conclusions from evidence given</li> <li>✓ Analyse which sources are the most reliable</li> </ul> <p><b>Key vocabulary:</b> sources, reliability, analysis, primary sources, secondary sources</p>	<ul style="list-style-type: none"> <li>✓ Recognise similarities and differences between this time and the present day</li> </ul> <p><b>Key vocabulary:</b> expansion, advancements</p> <p>Change and continuity</p> <ul style="list-style-type: none"> <li>✓ Discuss how the past has influenced the present and how the present will shape the future</li> </ul> <p><b>Key vocabulary:</b> predictions, trends</p>
<b>Summary</b>		
A study of British history beyond 1066: The Industrial Revolution	A study of British history beyond 1066: WW2	A local history study: Woodley