

History EYFS		
Nursery	Understanding the World	*Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	*Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World - Past and Present	*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.

### History Year 1

Term, Theme and Key Question	Knowledge	Skills
Autumn 1 <b>Community - local and family history</b>  <b>How has Chrisp Street changed over time?</b>  <b>Concepts:</b> <b>Social</b> <b>Cultural (people and homes)</b> <b>Political</b>	Local History: I am learning about the history of our local area. Chrisp Street Market and Lansbury Lawrence School in the past.  Family History: I am learning about our history. <b>(social)</b>  Black History Month: Shirley Thompson OBE  History of Class Artist  I can use the language relating to the passing of time e.g. <i>old, new, today, yesterday, long ago, before/after, when I was little.</i>  I am learning about <b>timelines</b> : Sequence events of their school day on a timeline and their life cycle, so far, on a timeline.	<b>Skills</b> Concepts Interpretations Using Evidence Enquiries  To understand and describe the <b>similarities and differences</b> between then and now <b>(social)</b>  To <b>use evidence</b>  To identify different ways they can represent the past, and how the past has been represented.  To understand the <b>significance</b> of important people, in our lives today: Shirley Thompson and class artist. <b>(cultural)</b>
Autumn 2 <b>Fairy tales:</b>  <b>Are Kings and Queens real, or only in Fairy Tales?</b>  <b>Concepts:</b> <b>Power</b> <b>Technological</b>	I am learning about the legend of Robin Hood: Introduce the words <b>peasant/peasantry</b>  I am learning about Kings & Queens: What are kings & queens? What does <b>power</b> mean?  I am learning about King John <b>power</b> .  I am learning about Queen Elizabeth II  I am learning about castles: Who built castles and why?  I am learning about the Tower of London castle	To identify <b>different ways</b> the past has been represented: Remark on progression of <b>technology</b> .  To <b>use evidence</b> to ask and answer historically valid questions.  To compare two significant people and <b>make connections and draw contrasts</b> : Elizabeth II and King John.
Spring 1 <b>Toys:</b>  <b>Why have toys changed over time?</b>  <b>Concepts:</b> <b>Technological</b> <b>Cultural</b>	To use a <b>timeline</b> .  A simple overview of the history of Toys  History of some nursery rhymes  I can use the language relating to the passing of time e.g. <i>old, new, today, yesterday, long ago, before/after, a century ago, in the past, modern day</i>	To <b>use evidence</b> to ask and answer historically valid questions.  To understand and describe the <b>similarities and differences</b> between then and now: Remark on progression of <b>technology</b> .  To identify what has <b>changed</b> and what has stayed the same. Study the <b>change and continuity</b> of toys.
Spring 2 Our Garden		
Summer 1 On the Farm		
Summer 2 <b>The Seaside:</b>  <b>How have seaside holidays changed over time?</b>  <b>Concepts:</b> <b>Cultural</b> <b>Technological</b>	<b>National History</b> : I am learning about Victorian seaside holidays.  I can sequence images in <b>chronological</b> order: Remark on progression of <b>technology</b> .	To understand and describe the <b>similarities and differences</b> and identify <b>continuity and change</b> between then and now. Remark on <b>cultural</b> changes.  To <b>use evidence</b> to ask and answer historically valid questions.

### History Year 2

Term,	Knowledge	Skills
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Theme and Key Question	Knowledge and chronological understanding of British, local and world history	Concepts Interpretations Using Evidence Enquiries
Autumn 1 <b>Community:</b>  <b>How do the emergency services keep us safe in the 21<sup>st</sup> century?</b>  <b>Concepts:</b> <b>Scientific</b> <b>Technological</b> <b>Social</b>	<b>Local History:</b> I am learning about the history of local fire station, or London Fire Brigade. Remark on how <b>technology</b> has changed  I am learning about a modern nurse.  Black History Month: Mary Seacole.  History of class artist  To use language relating to the passing of time e.g <i>past/present, centuries ago</i>  I am learning about <b>timelines</b> .	To understand the <b>significance</b> of important people, in our lives today: <b>(social)</b>  To <b>compare</b> significant people and make connections and draw contrasts: Remark on the progression of medicine <b>(scientific)</b>  To identify different ways the past has been <b>represented</b> .  I am learning to <b>use evidence</b> to ask and answer historically valid questions.  I am learning to identify what has <b>changed</b> and what has stayed the same in the London Fire Brigade.
Autumn 2 <b>Fire of London:</b>  <b>Why was The Great Fire of London significant?</b>  <b>Concepts:</b> <b>Power</b> <b>Political</b> <b>Social</b>	I am learning about timelines.  <b>Regional History:</b> I am learning what The Great Fire of London was.  I am learning what life was like in London in 1666. <b>(social/culture)</b>  I am learning about Samuel Pepys.  I am learning about the Gunpowder Plot and Guy Fawkes	To understand the <b>similarities and differences</b> between then and now, between ways of life, of two different periods of time  To Identify <b>different</b> ways the past is <b>represented</b>  To <b>use evidence</b> to ask and answer historically valid questions.  To Identify the <b>causes and consequences</b> of The Great Fire of London – How did London change? <b>(social)</b>  To understand the <b>significance</b> of the Gunpowder Plot, and its impact on our lives today: <b>(power/political)</b>
Spring 1 Who lives in the Secret Garden?		
Spring 2 <b>The United Kingdom:</b>  <b>What is the United Kingdom and my place in it?</b>  <b>Concepts:</b> <b>Social</b> <b>Cultural</b>	I am learning to make a <b>timeline</b> .	To Identify what has <b>changed</b> and what has stayed the same.  To <b>use evidence</b> to ask and answer historically valid questions.
Summer 1 <b>The Seven Continents of the World:</b>  <b>What are the different interpretations of Christopher Columbus?</b>  <b>Concepts:</b> <b>Social</b> <b>Political Economic</b> <b>Trade</b>	<b>International History:</b> I am learning about Christopher Columbus.  I am learning to make a <b>timeline</b> .	To <b>use evidence</b> to ask and answer historically valid questions.  To understand that people can tell different stories about the same history.  I am learning to Identify <b>causes and consequences</b> of Christopher Columbus' discoveries and settlements. <b>(social, political, economic/trade)</b>
Summer 2 <b>Roald Dahl</b>  <b>Who was Roald Dahl and why is he significant?</b>	Significant Individuals: Compare the achievements and life in different periods of Roald Dahl and Beatrix Potter <b>(cultural/ social)</b>	

History Year 3		
Term, Theme and Key Question	<b>Knowledge</b> Knowledge and chronological understanding of British, local and world history	<b>Skills</b> Concepts Interpretations Using Evidence Enquiries

<p>Autumn 1</p> <p><b>Festival of Britain:</b></p> <p><i>Why is my school special?</i></p> <p><b>Concepts:</b> Social Cultural Political</p>	<p><b>Local History:</b> I am learning about the Lansbury Estate and the Festival of Britain. To understand the <b>significance</b> of the events in our lives today.</p> <p>I am learning to make a <b>timeline</b>.</p> <p>Black History Month: Nelson Mandela</p> <p>History of class artist</p> <p>Use abstract terms and relevant vocabulary related to a period e.g <i>primary/secondary evidence, post-war Britain</i></p>	<p>I am learning about primary and secondary history resources.</p> <p>To <b>use evidence</b> to ask and answer historically valid questions.</p> <p>I am learning to study <b>change and continuity</b> of a place <b>(social)</b></p> <p>To Identify <b>reasons and results</b> of the Festival of Britain.</p>
<p>Autumn 2</p> <p><b>Stone Age to Iron Age:</b></p> <p><i>How did people's lives change between the Stone Age and Iron Age?</i></p> <p><b>Concepts:</b> Social Cultural Religious Technological</p>	<p>I am learning to make a timeline.</p> <p>I am learning about prehistory.</p> <p>I am learning about extinct megafauna. <i>Mammoths, Woolly rhinoceros, Elk, Scimitar-toothed cat</i></p> <p>I am learning what life was like as hunter gatherer.</p> <p>I am learning what life was like as a Neolithic farmer.</p> <p>I am learning about religion in the Bronze age.</p> <p>I am learning about life in the Iron Age. <b>(social/cultural)</b></p> <p>Use historical terms and vocabulary related to the period and to date events e.g period labels such as <i>Neolithic</i></p> <p>Understand more complex terms with regards to dates ie. <i>BC/AD</i></p>	<p>To <b>use evidence</b> to ask and answer historically valid questions. Remark on different interpretations.</p> <p>To identify and give reasons for different ways in which the past is represented.</p> <p>To study <b>change and continuity</b> of prehistoric human settlements <b>(social)</b></p> <p>To identify <b>change</b> to the ways of life from hunter gathers to farmers.</p> <p>To Identify <b>causes and consequences</b> of the agricultural revolution. <b>(religious)</b></p>
Spring 1 The Human Body		
<p>Spring 2</p> <p><b>Ancient Civilisations:</b></p> <p><i>What do all ancient civilisations have in common?</i></p> <p><b>Concepts:</b> Environmental Technological</p>	<p>To know what ancient civilisation means</p> <p>I can make a timeline</p> <p>I can locate the four ancient civilisations on a map</p> <p>I can use a timeline</p>	<p>The <b>similarities and differences</b> between these four ancient civilisations</p> <p>I can use evidence to learn and ask questions about <b>technologies</b> of ancient civilisations.</p> <p>Identify the <b>reasons and results</b> of these ancient civilisation's successes?</p>
Summer 1 Mountains and Volcanoes of the World		
<p>Summer 2</p> <p><b>The Romans:</b></p> <p><i>How did Britain change from 43 to 410AD?</i></p> <p><b>Concepts:</b> Power Political Economic Religious Technological Military</p>	<p>I am learning about the Roman Empire. <b>empire, power and military</b>.</p> <p>I am learning about the Roman occupation of Britain. <b>(military, political, economic)</b></p> <p>I can make a <b>timeline</b>.</p> <p>I am learning about Boudica's rebellion 60 CE/AD.</p> <p>I am learning how the Roman's changed Britain: <i>baths, aqueducts, sewage systems, towns, roads, buildings and Christianity (religious, technology)</i></p> <p>I am learning why the Romans left Britain. <b>migration</b></p> <p>Understand more complex terms with regards to dates: <i>BCE/CE BC/AD</i></p>	<p>I am learning to <b>draw connections and make comparisons</b> between Roman and Iron Age/Celtic Britain ways of life.</p> <p>To identify <b>reasons for and results of</b> Boudica's rebellion. <b>(political, military)</b></p> <p>To understand different <b>interpretations</b> of the past and evaluate their usefulness.</p> <p>To <b>use evidence</b> to ask and answer historically valid questions.</p> <p>How did Britain <b>change</b> from 43 to 410AD?</p>

History Year 4		
Term, Theme and Key Question	<b>Knowledge</b> Knowledge and chronological understanding of British, local and world history	<b>Skills</b> Concepts Interpretations Using Evidence

		Enquiries
Autumn 1 <b>Community:</b>  <b>What is the significance of The Tower of London?</b>  <b>Concepts:</b> <b>Political</b> <b>Cultural</b>	<b>Local History:</b> I am learning about the history of the Tower of London.  I am learning about the War of the Roses.  I am learning about Richard III.  I am learning about the 'Princes in the Tower' legend.  Black History Month: Ira Aldridge  History of class artist  I can make a <b>timeline</b> .  Understand more complex terms with regards to dates: <i>BCE/CE &amp; BC/AD</i>	To study <b>change and continuity</b> of the Tower of London.  To identify <b>reasons for and results of</b> Richard III rise to power. <b>(political)</b>  To study different <b>interpretations</b> of the same history and evaluate their usefulness.  To learn the difference between primary and secondary sources.  To <b>use evidence</b> to ask and answer historically valid questions.
Autumn 2 Rainforests		
Spring 1 <b>Anglo Saxons and Scots:</b>  <b>How do historians know about the Anglo Saxons, Picts and Scots?</b>  <b>Concepts:</b> <b>Environmental</b> <b>Economic</b> <b>Migration</b> <b>Cultural</b> <b>Religious</b>	To use a timeline.  To create a timeline of period studied.  <b>National History:</b> I am learning about the Scots. Overview of the Scots invasions from Ireland to north Britain (now Scotland)  I am learning about the Anglo Saxons. An overview to understand the <b>significance</b> of the Anglo Saxons in our lives today.  I am learning about the Sutton Hoo archaeological dig.  I am learning about Anglo Saxon ways of life  I am learning about Anglo-Saxon beliefs and Christian conversion.	To Identify <b>reasons for and results of</b> the Anglo Saxon and Scots invasion/settlement. <b>(economic/ environmental)</b>  To <b>use evidence</b> to ask and answer historically valid questions.  To explain, and give reasons for, different ways in which we learn about the past.  To study <b>causes and consequences</b> of the Anglo-Saxon conversion to Christianity. <b>(religious)</b>  To make <b>connections and comparisons</b> of two periods of time studied: Compare the Roman and Anglo-Saxon British legacy.
Spring 2 <b>Vikings:</b>  <b>Who won the battle between the Anglo Saxons and the Vikings?</b>  <b>Concepts:</b> <b>Economic</b> <b>Trade</b> <b>Technological</b> <b>Military</b>	I am learning about who the Vikings were. An overview to understand the <b>significance</b> of the Vikings and their effect on Britain.  I can use a timeline.  I am learning about Alfred the Great.  I am learning about the Battle of Edington.  I am learning about Viking beliefs.  I am learning Viking life: Their family life, and their activities as farmers, warriors, traders, explorers and craftsmen/artists.	I am learning to examine <b>causes and consequences</b> of Viking raids.  To study different interpretations of the same history.  To <b>use evidence</b> to ask and answer historically valid questions.  To learn the difference between primary and secondary sources.
Summer 1 <b>Explorers of the World:</b>  <b>Why do humans explore?</b>  <b>Concepts:</b> <b>Technological</b> <b>Cultural</b> <b>Political</b>	<b>International History:</b> I am learning about Antarctic Exploration - Ernest Shackleton  I am learning about Ibn Battuta  I am learning about Alexandra David Neel  To understand the <b>significance</b> of important people studied, in our lives today.  Create a <b>timeline</b> of exploration	To <b>compare</b> significant people and make connections and draw contrasts:  I am learning to Identify, and give reasons for, <b>different ways in which the past is represented</b> .  To <b>use evidence</b> to ask and answer historically valid questions.
Summer 2 Extreme Earth		

History Year 5		
Term, Theme and Key Question	<b>Knowledge</b> Knowledge and chronological understanding of British, local and world history	<b>Skills</b> Concepts Interpretations Using Evidence Enquiries

<p>Autumn 1 <b>Community:</b> <i>Why was the Docklands so important to global trade?</i></p> <p><b>Concepts:</b> Social Economic Trade Technological Political</p>	<p><b>Local History:</b> I am learning about The London Docklands.</p> <p>I can use a timeline.</p> <p>I am learning why the docklands were built.</p> <p>I am learning about trade at the height of the British Empire <b>(Economic, Trade, political)</b></p> <p>I am learning about the East India Company and the East India docks. <b>(Economic, Trade, political)</b></p> <p>I am learning about the closure of the docks and the later redevelopment.</p> <p>I can make a timeline.</p> <p>Black History Month: Olaudah Equino</p> <p>History of class artist</p>	<p>I can identify <b>changes and continuity</b> of The Docklands area.</p> <p>I am learning to <b>use evidence</b> to ask and answer historically valid questions.</p> <p>I can Identify the <b>reasons and results</b> of how India became a part of the British Empire. <b>(technological/political)</b></p> <p>I can identify <b>causes and consequences</b> of global trade.</p>
<p>Autumn 2 <b>The Ancient Egyptians:</b></p> <p><i>Why are the Ancient Egyptians significant?</i></p> <p><b>Concepts:</b> Political Power Trade Economic Religion Scientific Technological</p>	<p>I am learning about Egyptian civilisation.</p> <p>I am learning about Howard Carter's discovery.</p> <p>I am learning about the Egyptian pyramids: <b>(Political/power/technological/religion)</b></p> <p>I am learning about Ancient Egyptians Beliefs. <b>(religion)</b></p> <p>I am learning why The Nile was so important. <b>(trade/economic)</b></p> <p>I can build a timeline.</p> <p>I can build a timeline.</p> <p>Understand more complex terms with regards to dates: BCE/CE &amp; BC/AD</p>	<p>To identify the <b>reasons for and results of</b> Khufu building the Great pyramid. <b>(political/power/technological/religion)</b></p> <p>I am learning to identify <b>connections and draw comparisons</b> of two periods studied. <b>religion</b></p> <p>To know the difference between primary and secondary sources.</p> <p>I am learning to use evidence to deduce information about the past.</p> <p>To Identify different ways in which the past is represented and to understand how archaeologists and historians deduce knowledge from artefacts found <b>(scientific/technological)</b></p> <p>To study different interpretations of the same history and to think critically about legitimacy and offer an explanation as to why the accounts differ:</p>
<p>Spring 1 ECO Warriors</p>		
<p>Spring 2 <b>Ancient Greeks:</b></p> <p><i>What was their legacy on the Western World?</i></p> <p><b>Concepts:</b> Political Technological Cultural Military</p>	<p>I am learning about the Ancient Greeks. An overview to understand the <b>significance</b> of the Ancient Greeks.</p> <p>I am learning about different ways of life in Ancient Greece.</p> <p>I am learning to build a <b>timeline</b>.</p> <p>I am learning to use a <b>timeline</b>.</p> <p>I am learning about Ancient Greek legacy: Athenian Government and democracy:</p> <p>I am learning about Ancient Greek legacy: Olympics</p> <p>I am learning about Ancient Greek legacy: scientific knowledge &amp; philosophy.</p> <p>I am learning about Alexander the Great.</p> <p>I am learning about Greek Mythology.</p>	<p>I am learning to use historical evidence.</p> <p>I am learning to find <b>similarities and differences</b> between the ancient Greek Olympics and the modern Olympics.</p> <p>To examine the <b>reasons and results</b> of the empire of Alexander the Great.</p> <p>To identify and give reasons for different ways in which the past is represented.</p> <p>I am learning to compare two different periods in time. The Roman Empire's legacy compared with the Ancient Greek legacy.</p>
<p>Summer 1 <b>Space Explorers</b></p>	<p>A simple history of Space exploration</p>	
<p>Summer 2 <b>Industrial Revolution:</b></p> <p><i>Does technological advancement always mean progress?</i></p> <p><b>Concepts:</b> Power Empire</p>	<p><b>National History:</b> I am learning what the industrial revolution was. An overview to understand the <b>significance</b> of the Industrial Revolution in our lives today.</p> <p>I am learning to use a timeline.</p> <p>I am learning about technological changes during the Industrial Revolution: <b>(Technological)</b></p> <p>I am learning about child labour and exploitation.</p>	<p>I am learning to identify <b>reasons for and results</b> of child exploitation. <b>(Social, cultural and political)</b></p> <p>I am learning to study <b>change and continuity</b> through a significant place. <b>(Social, environmental, technological)</b></p> <p>I am learning about the <b>significance</b> of social reform.</p> <p>I am learning to <b>use evidence</b>.</p> <p>I am learning to identify <b>causes and consequences</b> of a <b>technological</b> advancement.</p>

<b>Technological</b>	I am learning about social reform during the Industrial Revolution.	
<b>Environmental</b>		
<b>Social</b>		
<b>Cultural</b>	I am learning to create a timeline of the Industrial Revolution:	
<b>Political</b>		

### History Year 6

Term, Theme and Key Question	Knowledge	Skills
Autumn 1 <b>Community – Political</b> <b>Poplar:</b>  <i>Who are the key figures in Poplar's political history?</i>  <b>Concepts:</b> <b>Political</b> <b>Social</b> <b>Cultural</b>	<b>Local History:</b> I am learning about George Lansbury & Susan Lawrence, and the Poplar Rates Rebellion  I am learning about parliament and government. Discuss and consolidate understanding of the terms.  I am learning about the suffragette movement.  I am learning about the East London Federation of Suffragettes including Minnie Lansbury  I am learning to make a timeline:  Black History Month: Rosa Parks  History of class artist	<b>Skills</b> Concepts Interpretations Using Evidence Enquiries  I am learning to Identify <b>reasons for and results of</b> people's actions. <b>(Social, political)</b>  I am learning <b>to use evidence.</b>  I am learning to study <b>different interpretations</b> of the same history.
Autumn 2 <b>Early Islamic Civilisation:</b>  <i>How important was Early Islamic Civilisation on the history of knowledge?</i>  <b>Concepts:</b> <b>Economic</b> <b>Environmental</b> <b>Cultural</b> <b>Technological</b> <b>Scientific</b> <b>Political</b>	<b>International history:</b> I am learning about the Islamic Golden Age.  I am learning to create a timeline.  I am learning about what made Baghdad in 900 CE, so special. <b>(Environmental, economic, cultural)</b>  I am learning about the House of Wisdom  I am learning about Scientific, Medical and Mathematical Achievements of The Islamic Golden Age. <b>(technological)</b>  I am learning about Ibn Battuta's Rihla:  I am learning to create a timeline of the period studied.	To examine the <b>reasons and results</b> of the establishment of The House of Wisdom: <b>(Cultural)</b>  To understand the <b>significance</b> of important people studied, in our lives today.  To <b>use evidence</b> and evaluate its usefulness.  To study <b>different interpretations</b> of the same history.  To identify and give reasons for different ways in which the past is represented  To draw <b>comparisons and contrasts</b> with two periods of time studied: <b>(Economic, cultural, political)</b>
Spring 1 <b>WWII:</b>  <i>What were the causes and consequences of WWII?</i>  <b>Concepts:</b> <b>Political</b> <b>Military</b> <b>Social</b> <b>Cultural</b>	<b>International History:</b> I am learning about World War II. A brief history of the previous World War and an overview of World War II.  I am learning about the allied forces. <b>(Political, Empire)</b>  To use a timeline.  To create a timeline of period studied.  <b>National History:</b> I am learning about the Battle of Britain <b>(Military)</b>  <b>Local History:</b> I am learning about The Blitz. <b>(Social, cultural, technological)</b>  <b>Regional History:</b> I am learning about evacuees	To examine <b>causes and consequences</b> of WWII. <b>(Political)</b>  To identify the <b>reason and results</b> of The Battle of Britain.  To understand the <b>significance</b> of The Battle of Britain. <b>(Military)</b>  Study <b>change and continuity</b> of East London.  To study different <b>interpretations</b> of the same history.  I am learning to <b>use evidence.</b>  To identify and give reasons for different ways in which the past is <b>represented.</b>
Spring 2 <b>Rivers:</b>  <i>What has changed, and what has stayed the same, about the River Thames over time?</i>	To create a <b>timeline</b> of different periods studied that would have used the Thames: <b>(technological, social)</b>	To study <b>change and continuity</b> through a significant place:

<p>Summer term</p> <p><b>Refugees and Immigration:</b></p> <p><i>What is the rich history of migration in Tower Hamlets?</i></p> <p><b>Concepts:</b>  <b>Social Economic</b>  <b>Cultural Political</b>  <b>Religious</b></p>	<p><b>Local History:</b> L1: I am learning about the history of Jamme Masjid/Brick Lane Mosque</p> <p>To understand the <b>significance</b> of events and/or important people studied, in our lives today.</p> <p>I can make a timeline of immigration to Spitalfields.</p>	<p>To study <b>change and continuity</b> of Jamme Masjid Mosque and Brick Lane</p> <p>am learning to examine <b>reasons for and results of</b> people's actions.</p> <p>I am learning to <b>use historical evidence</b>.</p> <p>Study <b>different interpretations</b> of the same history and to think critically about legitimacy and offer an explanation as to why the accounts differ</p>
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**Concepts and Vocabulary**

Throughout each key stage, history is taught through the following concepts:

- Power**
- Economic/Trade**
- Cultural**
- Political**
- Religious**
- Social**
- Military**
- Environmental**
- Technological**

The following abstract terms are revisited to gain a historically grounded understanding:

- empire**
- civilisation**
- parliament/ government**
- hierarchy**
- monarchy**
- invasion**
- settlement**