

Term: Spring Term	Subject: History	
NC Objectives	Key knowledge	Vocabulary
EYFS - Subject: Understanding the World - History		
<p>EYFS</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. 	<p>different, similar, past, present, family, community</p>
Year 1 - Topic Title: Toys		
<p>Year 1</p> <p>CHANGES WITHIN LIVING MEMORY</p> <p>Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> To know how toys have changed since the 1950's. To know what toys are made of today and in the past. To understand that toys have changed over time and to describe how they have changed. To know how toys from the past were played with. Compare toys from parents and grandparents. To understand a basic timeline for toys for present to 1950. 	<p>Timeline, home, school, technology, transport, toys, books, everyday life, past, present, year, date, materials. Vocabulary from Science learning, compare, changed.</p>

Year 2 - Topic Title: Fire! Fire!		
<p>Year 2 Events beyond living memory – The Great Fire of London</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <p>AIM:</p> <ul style="list-style-type: none"> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed use a wide vocabulary of everyday historical terms <p>FIRE SAFETY VISIT?</p>	<ul style="list-style-type: none"> Know London is the capital city of the UK. Understand how a timeline helps us to order events in the past. Know different landmarks in London and compare these with how London looked in 1666. Know key events and dates of The Great Fire of London. Know how the fire started. Know why the fire spread and eventually stopped. Know and make comparisons between today and the past: house materials, fire safety. Know that Samuel Pepys kept a diary of the events of the fire. Know what a diary is and how we can use it as a source of evidence. Know that Charles II was King of England at this time. Know how people lived during the time of 1666: recognise what houses were built from; jobs people had in 1666. Know how London changed after the fire and how it was rebuilt. 	<p>year, past, present, history, timeline, The Great Fire of London, London, burning, smoke, Samuel Pepys, Tower of London, St Paul’s Cathedral, King Charles II, Pudding Lane, bakery, River Thames, The Monument, diary, King Charles II, landmark, city, bakery, evidence</p>
Year 3 - Topic Title: Amazing Amazon		
<p>Year 3 <u>A Non-European society</u></p> <ul style="list-style-type: none"> The Mayans 	<ul style="list-style-type: none"> To know facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. 	<p>History, time, Maya, Monument, temple, jungle, pyramid, ocelot, jaguar, priest, warrior, codices, astronomy, stela, hieroglyphs, cacao beans, number system,</p>

<ul style="list-style-type: none"> • A non-European society that provides contrast with British History. 	<ul style="list-style-type: none"> • To know about the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. • I can understand how the Maya number system works. • I can explain what the Mayan writing system consists of, how words are constructed. • I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant. 	<p>God, worship, belief, religious, system, foods, writing, lithography, Chichen Itza, code, cacao, maize</p>
<p>Year 4 -Topic Title: Where We Live</p>		
<p>Year 4 History Not Taught This Term</p>		
<p>Year 5 - Topic Title: Invaders and Settlers</p>		
<p>Year 5 Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysis. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> • Know who lived in Britain before the Anglo-Saxons. • Know why the Anglo-Saxons settled in Britain. (geography) • Know why the Vikings raided England at Lindesfarne and other monasteries. • Know the key features of a Viking longship and how this helped them conquer Britain. • Know that Alfred the Great retreated to the Somerset marshes. • Know how Alfred the Great created the Danelaw treaty. 	<p>Anglo-Saxons, raided, Lindesfarne, monasteries, longship, retreated, treaty, runes, evidence, afterlife.</p>

<ul style="list-style-type: none"> • Know and understand the history of Britain as a coherent, chronological narrative. • Understand Britain's settlement by Anglo-Saxons and Scots • Understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> • Know that Vikings used runes to communicate, and this is a primary source of evidence. • Know that the Vikings believed in different gods (Thor, Odin, Loki, Frigg), and believed in the afterlife (Valhalla), but some Anglo-Saxons were Christian. 	
Year 6 - Topic Title: Our Wonderful World		
Year 6 History Not Taught This Term		