

HISTORY

Significant people

Aspire London will:

- Develop pupils' knowledge and understanding of the world and people, past and present, who shape it
- Provide identifiable role models to raise ambition and aspiration

Community

Aspire London will:

- Immerse the children in the historically rich and diverse nature of London
- Give pupils an understanding of the positive impact of migration and a cultural appreciation of our community

Equality & Justice

Aspire London will:

- Empower pupils to be advocates who address issues of prejudice and discrimination
- Ensure pupils value fairness and resolve differences through positive discussion

Environmental Responsibility

Aspire London will:

- Educate children of the need to protect God's planet from environmental damage
- Create eco- friendly citizens who are aware of the impact of their individual actions and those of the wider world.



Autumn Term

Year & Topic	Knowledge	Skills	Vocabulary
Year 1 Toys	<ul style="list-style-type: none"> To understand how toys have changed within the memory of children, parents and grandparents To explain similarities and differences between toys in the past and present To compare the materials toys were made from in the past to the present To learn about toys used in the past and present by children in different countries around the world - Nigeria To learn about the lives of significant people from the past – Lonnie Johnson To look at how gender attitudes around toys have changed 	<ul style="list-style-type: none"> To sequence To identify the difference between past and present To ask questions to find out about the past To sort artefacts 	<p>Old New Past Present Future Changes Today Tomorrow Yesterday Then Now Question Historians</p>
Year 2 The Great Fire of London	<ul style="list-style-type: none"> To learn about a significant national event beyond living memory – The Great Fire of London To know about how the fire started and why it spread – quality of housing. To understand the effects of The Great Plague. To understand the equality of life. To know that sources help us explain events To order the events of the Fire in 1666 	<ul style="list-style-type: none"> To make a glossary To use sources and sequence artefacts To use a timeline to plot events in chronological order To make comparisons over 	<p>Evidence Source Research Timeline Century Artefact Chronological order Diary Thatch Possessions</p>

	<ul style="list-style-type: none"> To learn about Samuel Pepys To learn about who Frank Bailey was To learn about how London was rebuilt To learn about the relevant London landmarks - Pudding Lane, River Thames, The Monument, St. Pauls cathedral, London Bridge To learn about the environmental impact of fires To know how we fight fires today compared to how fires were fought in the 17th century 	time	
Year 3 Stone Age to Iron Age	<ul style="list-style-type: none"> To understand what is meant by pre-history To know and understand how we gain knowledge of the period between the Stone Age and Iron Age To learn about human existence during the Stone Age e.g. hunter gatherers To know about the impact of technology and travel on the Bronze Age e.g. Stonehenge To learn about communities during the Iron Age and the impact on art and culture To look at the differences and similarities between Stone Age and Modern life in Britain To explore gender equality between the Stone Age and Iron Age 	<ul style="list-style-type: none"> To chronologically order historical periods on a timeline To compare and contrast different periods in time To use artefacts to investigate historical events To use archeological findings as a source to gain knowledge To ask historical questions 	Stone Bronze Iron Palaeolithic Mesolithic Neolithic Flint Archeology Settlements Hunting Gathering Landscape Environment Gender Equality

Year 4 Anglo-Saxons	<ul style="list-style-type: none"> To know why, where and when the Anglo-Saxons invaded Britain To identify how the Anglo-Saxons have influenced Britain To understand what life in an Anglo-Saxon village was like To understand the religious beliefs of the Anglo-Saxons To know about the conversion of some Anglo-Saxons to Christianity To understand how knowledge from the past is constructed from a range of sources and that different versions of past events may exist To learn about St. Adrien - African Abbot in Anglo-Saxons To know who St. Augustine was and the influence he had in Anglo-Saxon Britain 	<ul style="list-style-type: none"> To analyse and describe artefacts To make historical connections To interpret events from history To organise and select relevant historical information 	Village Town Country Kingdom Settlement Excavation Interpretation Ritual Sacrifice Superstitious Worship Paganism Cathedral Abbey Priory Missionary
Year 5 Tudors	<ul style="list-style-type: none"> To know the chronology of the Tudor monarchs To understand the impact of each monarch on British history To understand the impact of each of Henry VIII wives To know the significant events within each monarch's reign e.g. reformation, Spanish Armada To understand the differences in life between the rich and the poor To recognise the features and importance of Tudor buildings e.g. The Globe Theatre 	<ul style="list-style-type: none"> To establish the differences between primary and secondary sources To use a range of historical sources to research a topic To place Tudor monarchs on a chronological timeline 	Beheaded Survived Divorced Reformation Execution Gallows Banquet Obesity Peasant Tax

	<ul style="list-style-type: none"> To know about Tudor exploration To understand the impact of The Reformation on Tudor life and beyond. To learn about significant people during the Tudors e.g. Shakespeare, Sir Walter Rayleigh, Francis Drake, John Blanke 	<ul style="list-style-type: none"> To sequence key events To make comparisons between the Tudors and other royal houses 	
Year 6 WWII	<ul style="list-style-type: none"> To understand the reasons for WWII and place key events in chronological order e.g. the Blitz, The Battle of Britain, D day, VE day To know about the effects of air raids and the causes of evacuation To understand the experiences of children evacuated during WWII To learn about rationing and its impact. To understand the role that women played during WWII. To recognise the importance of significant people e.g. Neville Chamberlain, Winston Churchill, Adolf Hitler, Isoroku Yamamoto, Eusebio Mibuki To understand the impact WWII has had on our local area 	<ul style="list-style-type: none"> To question members of our community about their experiences To identify causes and consequences To ask historically valid questions To identify how evidence is used to make historical claims 	<p style="text-align: center;">Air Raid Anderson Shelter Allies Blackout Evacuation Evacuee Coupons Gas mask Morse Code Rationing Telegram Liberate Invade Refugee Bomb Siren Occupied Civilians Recruit Propaganda</p>

Spring Term*Topics linked to Geography and Science*

Year & Topic	Knowledge	Skills	Vocabulary
-------------------------	------------------	---------------	-------------------

<p>Year 1</p> <p>Linked to Lovely Lewisham and Materials</p>	<ul style="list-style-type: none"> To understand how housing has changed in different areas, including Lewisham and Kenya To be able to recognise the differences and similarities between new and old buildings To understand how land use has changed over time using old and new maps To understand where some materials come from 	<ul style="list-style-type: none"> To identify the difference between past and present To ask questions to find out about the past To use chronological order To observe changes over a period of time 	<p>Differences Similarities Landmark</p>
<p>Year 2</p> <p>Linked to Marvelous Maps and Living things and their habitats</p>	<ul style="list-style-type: none"> To understand how people travelled in the past To understand how maps have changed over time To understand human impact on the environment over time 	<ul style="list-style-type: none"> To draw conclusions about the past using a variety of sources To make comparisons To understand continuity and change over time 	<p>Transport Travel Environment</p>
<p>Year 3</p> <p>Linked to The UK and Animals including humans</p>	<ul style="list-style-type: none"> To understand the role the River Thames and how this has changed over time To understand how bodies of water around the UK have contributed to the growth of the city To understand how the structure of the UK has changed, including County lines 	<ul style="list-style-type: none"> To use relevant sources to gain knowledge To ask historical questions To compare and contrast different periods in time 	<p>County lines</p>

	<ul style="list-style-type: none"> To recognise the historical differences between human made, natural and managed environments To recognise that human diet has changed over time 		
Year 4 Linked to Exciting Europe and States of Matter and Sound	<ul style="list-style-type: none"> To understand how Iceland has changed over time. To be able name famous architects who have contributed towards shaping Europe To know why the European Union was formed To understand how different countries have evolved over time To learn about the work of Granville T.Woods and his inventions 	<ul style="list-style-type: none"> To use a landmark as a primary source To construct historically valid questions To organise and select relevant historical information To interpret events from history 	European Union Architect Evolve
Year 5 Linked to Sensational South America	<ul style="list-style-type: none"> To understand how Brazil was formed and some of it's changes over time To understand how the population of Brazil has changed over time, including the impact of migration To understand some of the conflicts that surrounded how Brazil was settled 	<ul style="list-style-type: none"> To express and explain views and opinions in different ways To use a range of historical sources to research a topic To sequence key events To make comparisons 	Indigenous people

<p>Year 6</p> <p>North America and Living things and their habitats</p>	<ul style="list-style-type: none"> • To recognise that America was settled by the Spanish and British and the impact that this had on the native Americans • To know how certain periods in History have affected how society has developed over the years • To understand political structure of the USA and how it has changed • To recognise the importance of Christopher Columbus in finding the USA • To understand who Charles Darwin was and the impact of his enquiries 	<ul style="list-style-type: none"> • To evaluate issues associated with studying periods of time • To use appropriate sources to research historical events • To continue to develop a chronologically secure knowledge and understanding of local and world history • To identify how evidence is used to make historical claims • To make connections, contrasts and trends over time • To address and devise historical valid questions about change, cause, similarity and difference 	
--	---	---	--

Summer Term

Year & Topic	Knowledge	Skills	Vocabulary
--------------	-----------	--------	------------

<p>Year 1</p> <p>Explorers</p>	<ul style="list-style-type: none"> To understand what an explorer is and does To know the achievements of Christopher Columbus and Neil Armstrong and the impact they have on our world To know where Christopher Columbus sailed and the places he discovered. To begin to understand the concept of migration To know the events of the first moon landing and Neil Armstrong's achievements To understand that there are other significant explorers (Mae Jamison, Valentina Tereshkova) and that exploration of the earth and space continues To learn about equal opportunities within the exploration community. 	<ul style="list-style-type: none"> To use sources to learn about past events To sequence events To use chronological order To ask questions to find out about the past 	<p>Explorer Fact Event Voyage Journey Expedition Before After</p>
<p>Year 2</p> <p>The Victorians</p>	<ul style="list-style-type: none"> To know about the reign of Queen Victoria To learn about school during the Victorian era and compare it to school today To look at the differences and similarities of daily life in Victorian times compared to today To learn about Victorian inventions e.g. postage stamp, flushing toilets, ice-cream, underground railway, bicycle, typewriter, light bulb/ first voice recording. 	<ul style="list-style-type: none"> To use sources and sequence artefacts To place a historical period on a timeline To make comparisons To understand continuity and change over time 	<p>Era Period Compare Similar Different Victorian Slate Chalk Abacus</p>

	<ul style="list-style-type: none"> • To know the contribution Thomas Edison made. • To understand the impact the Victorians had on the environment. • To learn about the life of a Victorian child. 		
<p>Year 3 Romans</p>	<ul style="list-style-type: none"> • To know what the Roman Empire was and how it changed Britain • To learn about the structure of Roman society • To explore the life of a Roman soldier and a Roman gladiator – Ceasar Augustus • To learn about the Roman invasion of Britain • To explore Roman food, heath and diet • To understand the purpose of Hadrian's Wall • To understand how the Romans have had a lasting impact on Britain today. • To know who Boudica was. 	<ul style="list-style-type: none"> • To add a historical period to a timeline • To use archeological findings as a source to gain knowledge • To ask historical questions • To understand an abstract term e.g. empire 	<p>BC – Before Christ AD – Anno Domini Empire Emperor Hierarchy Gladiator Merchant Conquest Invaders Invasion Occupation Resistance Viaducts Excavation Battle Victory Defeat</p>

Year 4 Ancient Egypt	<ul style="list-style-type: none"> To learn about life in Ancient Egypt To identify the importance of the River Nile in Ancient Egypt To explain the Ancient Egyptian ritual of mummification To know who Howard Carter was and why his discovery was significant. To learn about the physical and human geography in Ancient Egypt To understand that the Ancient Egyptians used hieroglyphs as a form of written communication To learn about the life of significant figures in Ancient Egypt e.g. Cleopatra, Tutankhamun To understand the social hierarchy of the Ancient Egyptians 	<ul style="list-style-type: none"> To analyse and describe artefacts To construct historically valid questions To organise and select relevant historical information To interpret events from history 	Ancient Burial Source Mouth Mummification Preserved Organs Soul Afterlife Sarcophagus Hieroglyphs Tomb Civilisation
Year 5 Ancient Greeks	<ul style="list-style-type: none"> To research and understand the different periods of Ancient Greek history To know what the different types of ruling systems were in Ancient Greece To find out about Alexander the Great and assess 	<ul style="list-style-type: none"> To identify the difference between primary and secondary sources To place Ancient Greeks on a chronological timeline of world history 	Democracy Slavery Decade Myths Legends Classical Archaic

	<p>different versions of his story</p> <ul style="list-style-type: none"> To find out about trade during the archaic and classical periods To research the lifestyle of the Ancient Greeks e.g. theatre, Olympics, clothing and food To learn about how democracy worked in Ancient Greece To research the importance of Greek gods To understand the moral implications of holding treasures from different nationalities. 	<ul style="list-style-type: none"> To use a range of historical sources and knowledge to shape a reasoned argument To express and explain views and opinions in different ways 	<p>Philosopher Scholar Gods Goddesses Government Politics Currency Coinage</p>
<p>Year 6</p> <p>Ancient Benin</p>	<ul style="list-style-type: none"> To gain an overview of how Benin kingdom formed and developed during AD 900-1300 To research what life would have been like in Benin during this period To learn about the five warrior kings - Oba Ewuare, Oba Esigie, Oba Ozolua, Oba Orhogbua and Oba Ehengbuda To be able to explain how and why the Kingdom of Benin became powerful and how and why the empire came to an end 	<ul style="list-style-type: none"> To evaluate issues associated with studying periods of history from which there are no written primary sources To use appropriate sources to research historical events To continue to develop a chronologically secure knowledge and understanding of local and world history To make connections, contrasts and trends over time 	<p>Empire Kingdom Rulers Conglomerate Legacy Colonisation Dispute Animists Merchants Prosperity Invasion</p>

	<ul style="list-style-type: none">• To understand why the British attacked Benin and made them a part of the empire• To study the style of buildings in Benin and make comparisons• To understand further the moral implications of holding treasures from different nationalities.• To understand how the Kingdom of Benin collapsed.	<ul style="list-style-type: none">• To address and devise historical valid questions about change, cause, similarity and difference, and significance• To describe how historical characters may have felt	
--	---	---	--