



# History Curriculum - Sandy Lane Primary School

<b>Mission</b>	<b>Taking PRIDE in all we do</b>					
<b>Values</b>	<b>PRIDE</b>	Positive	Responsible	Inclusive	Determined	Enquiring
	<b>School Rules</b>	Ready	Respectful	Safe		
<b>Curriculum Intent - To Promote the 5 Values and school rules</b>						

## History Intent

Our intentions in History are for children to:

- Have a **positive** approach to learning about the past.
- Take **responsibility** for their own learning and challenge themselves to build up a deep level of knowledge, skills and understanding.
- Take an **inclusive** approach when learning about famous people and different cultures in the past.
- To be **determined** and to keep going when studying complex historical sources.
- Stimulate creativity and inquisitiveness through **enquiry** and exploration. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

At Sandy Lane, we believe that a nuanced comprehension of the past helps children to explain and understand the world around them. Through our history curriculum, we aim to develop children's historical and analytical skills, so that by the time they leave our school they are able to critically choose sources to explain their personal perspective on a historical person, object or event. We aim for all children to be able to recall key factual information about important time periods and historical themes throughout British and world history. The curriculum is organised around four main themes: Power, Movement, Civilisation and Human Achievements/Mistakes. Lastly, we believe that through their study of History, children will be able to apply historical skills such as analysing and using evidence to form and support their opinions across the curriculum.



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## *The 'Big ideas' for History*

*These 'Big Ideas' are the crucial knowledge and skills essential to pupils achieving and exceeding the expected standard in History. These 'Big Ideas' build progressively as pupils move throughout the school. When pupils encounter a 'Big Idea', they will revisit other units where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Below is a summary of the 'Big Ideas' for History.*

Community and culture	War, conflict, Invasion and disasters	Migration & Trade	Ideas and communication	Empire, power & government
<i>Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.</i>	<i>Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague</i>	<i>Pupils will learn how people moved and how they traded goods with each other and the impact of this. They will study key trade routes and migration pathways.</i>	<i>Pupils will learn how people invented throughout history and the impact of this. They look at key inventions, transport, tools and technology and how these changed over time.</i>	<i>Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study.</i>



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## Progression in Disciplinary skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Historical Enquiry</b>  <i>Build understanding of how knowledge about the past is constructed from sources</i>	I can find out about things that have happened in my life by asking questions and looking at pictures	I can research the past using a variety of secondary sources		I can explore a range of secondary sources and can differentiate between fact and opinion. I can present the information I have learnt in a variety of ways. I can use research skills to find answers to specific historical questions about our locality. I know the difference between primary and secondary sources. I can explain how historical artefacts can be used to help build up a picture of the past.		I can evaluate the usefulness of primary and secondary sources in historical enquiry. I can use a range of information, including my own research, to present a historical argument. I understand that some sources include facts and opinions and different evidence can lead to different conclusions.	
<b>Cause &amp; Consequence</b>  <i>Analysing why events happened</i>	I can say why things happen and give explanations.	I can explain why a historical event happened and what happened as a result. I can explain why an important person from history acted the way they did and what the impact of this was		I can identify and give reasons for historical events and explain the impact. I can explain how a historical event impacted on at least one of the key concepts.		I understand the impact of historical events on later periods of history. I can evaluate how a historical event impacted on one or more of the key concepts.	
<b>Change and Continuity</b>  <i>Analysing the pace, type and extent of change across time periods including what impact it had</i>	I can observe and describe things that have changed and stayed the same during my life.	I can explain what an object from the past might have been used for. I can identify things that have changed or stayed the same during my life and from times before living memory.  I can describe changes over time in relation to one or more of the key concepts.		I can explain the links between significant events. I can explain what changed and stayed the same in relation to at least one of the key concepts.		I can summarise the main events from a period of history, explaining the order of events and making connections between them. I can justify how or why things changed or did not change over time in relation to one of the key concepts.	
<b>Similarity and Difference</b>	I can identify and describe similarities and	I can describe change within living memory	I can describe change beyond living memory	I can describe similarities and differences within a time period in relation to society, culture, religion or		I can explain the differences in the lives of people from different social classes, cultures, religions or race. I	

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><i>Within the same time period eg: between groups, places or societies</i></p>	<p>differences between myself and others.</p> <p>I can compare objects, animals and people using vocabulary of change.</p>	<p>I can spot old and new things in pictures.</p> <p>I can compare and contrast changes from a period of time, focusing on one or more of the key concepts</p>	<p>I can spot old and new things in pictures.</p> <p>I can compare and contrast changes from a period of time, focusing on one or more of the key concepts.</p>	<p>ethnic diversity. I can describe similarities and differences between a period of history and now in relation to one or more of the key concepts.</p>		<p>can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the key concepts.</p>	
<p><b>Historical Significance</b></p> <p><i>Why some events or people are deemed to be significant by historians</i></p>	<p>I can recognise and describe special times or events for me, my friends or family.</p>	<p>I can explain how historical events and people changed things.</p>		<p>I can identify historically significant people and events and their impact.</p>		<p>I am aware of some pivotal events and people in modern British history. I can evaluate the impact of key historical people and events.</p>	



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## Progression in Substantive Knowledge

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological awareness	<p>I can use simple language relating to time. I can put events in order.</p> <p>I can retell a simple past event in the correct order (Nursery)</p> <p>I know that someone's age is the time since they were born. (Rec)</p>	<p>I can use words and phrases like: before, after, past, present, then and now. I can sequence events from within living memory on a timeline.</p>	<p>I can order events on a timeline from beyond my lifetime. I can sequence events that occurred during a historical period.</p>	<p>I understand the difference between BC, AD, BCE and CE. I can place dates and events on a timeline for a historical period.</p>		<p>I can place key events from a period of history on a timeline in relation to one other period of history. I can use more accurate dates when describing and sequencing events.</p>	<p>I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history.</p> <p>I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, industry and technology etc...)</p>
Culture & Community	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>To understand how schools, toys and games were sometimes different in the past.</p>	<p>To understand how the architecture of London was different before and after the Fire of London.</p>	<p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p>		<p>To understand how society is organised in different cultures, times and Groups.</p> <p>To understand how the community of Bracknell has</p>	<p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p>

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
						developed from early times.	
<b>Religion</b>				<p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p>		<p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>	
<b>Empire &amp; power</b>				<p>To learn about the influence and spread of the Roman empire.</p>	<p>To learn about the Ancient Egyptians and Ancient Greek civilisations.</p> <p>To learn about the power of the Greeks.</p> <p>To learn about the power of the Egyptians.</p>	<p>To learn about the Viking kingdoms</p>	<p>To learn how approaches to warfare have changed over time.</p> <p>To learn about the origins of WW2 and the power of Germany.</p>

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Government &amp; Monarchy</b>		To learn what monarchs are and where they live/d	To learn how King Charles influenced the rebuilding of London and the creation of a fire service.	To understand how different civilizations were organised and structured  -Romans	To understand how different civilizations were organised and structured  -Anglo-Saxons  -Ancient Greece (democracy)  - Ancient Egypt (Emperors)	To understand how different civilizations were organised and structured  -Vikings  -Maya	How governments and empires go to war and the impact that this has.
<b>Invasion</b>				To know that there were different reasons for invading Britain.  To understand that there are varied reasons for coming to Britain.			To understand the key aspects of historical battles.  To understand the origins of World War two
<b>Warfare</b>			To learn about Edith Cavell, Mary Seacole and Florence Nightingale and nursing during	To know that settlement created tensions and problems.	To understand about the conflict between the Athenians and Spartans.	To understand about the conflict between the Vikings and Anglo Saxons	To understand the impact of technology on warfare.

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			wars.				<p>To understand the origins of World War two</p> <p>To understand the role of individuals in warfare.</p>
<b>Migration</b>				<p>To learn about Migration within the established Roman empire.</p>	<p>To understand how tribes migrated to Britain.</p> <p>-Anglo Saxon period</p>	<p>To understand how tribes migrated to Britain.</p> <p>-Vikings</p>	<p>To understand migration in relation to 'Windrush'</p>
<b>Trade</b>		<p>To understand how train travel and aircraft led to the movement of people &amp; goods over greater distances.</p>		<p>To understand how trading developed in the Iron age.</p> <p>To understand about Trade routes in the Roman Empire.</p>	<p>To understand how trading developed during the;</p> <p>-Anglo Saxon period</p> <p>-Ancient Egyptian period</p> <p>-Ancient Greeks</p>	<p>To understand how trading developed during the;</p> <p>-Viking period</p> <p>-Maya</p>	<p>To understand how economics influenced the development of Bracknell</p>

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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Inventions / Discoveries</b>		<p>To learn how toys have changed over time</p> <p>To learn about the invention of transport and how this has changed how we live.</p>	<p>To learn about key explorers who discovered new lands and travelled into space.</p>	<p>To learn about the creation of metal and how this influenced human activity.</p> <p>To learn about the impact of the Roman Empire on everyday life - houses, homes, towns.</p>	<p>To learn how the Egyptians communicated through hieroglyphs.</p> <p>How the Greeks developed sport through the Olympics.</p>	<p>To learn how the Vikings managed to invade across the sea in longboats.</p> <p>To learn about how inventions have impacted on people from earliest times to present day.</p>	<p>How buildings have changed over time in Bracknell.</p> <p>How weapons have developed over time.</p> <p>To learn about how the Enigma machine impacted on key battles in WW2.</p>

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## EYFS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Context for Learning Topic and themes Nursery</b>	All about me	Celebrations	Keeping Healthy	Traditional Tales	Farming and Growing	Places to go Transition to Reception
<b>Key Events</b>	Harvest Diwali	Autumn Bonfire Night Remembrance Day Christmas Hanukkah	Chinese New Year	Easter		
<b>Nursery Past and Present</b>	To be able to talk about their own immediate family and relations and pets	To be able to share a special time in their lives.  To be able to retell a simple past event in correct order (e.g. went down slide, hurt finger)	To be able to remember and talk about significant events in their own experience  To be able to understand that people have different roles at work	To be able to recognise and describes special times or events for family or friends  To be able to talk about what they have seen using a wide vocabulary.	To be able to use new vocabulary to talk about the past.	To be able to talk about things that are the same and different.

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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Context for Learning Topic and themes Reception</b>	Marvellous Me Fairy Tales	Celebrations/Autumn Toys	People who help us	Dinosaurs Animals from around the world	Farm Mini-beasts	Travel Under the Sea Transition to Year One
<b>Key Events</b>	Harvest Diwali	Autumn, Bonfire Night Remembrance Day Christmas, Hanukkah	Chinese New Year	Easter		
<b>Reception Past and Present</b>	<p>To be able to talk about who they live with and share information about their wider family.</p> <p>To know that someone's age is the time since they were born.</p> <p>To recognise significant dates for them in relation to months (birthday, Christmas, Eid) On going</p> <p>To begin to understand that the past can be represented in photographs and drawings.</p>	<p>To compare and contrast characters from stories, including figures from the past ie Nativity.</p> <p>To be able to talk about experiences that are familiar to them and how they might have differed in the past. (Events in their life-time.)</p> <p>To ask questions about the differences they can see in photographs or images (in stories and toys) that represent the past. On going</p>	<p>To be able to talk about experiences that are familiar to them and how they might have differed in the past. (Compare to events from before they were born.)</p> <p>To know that photographs, stories and books can tell us about the past. On going</p>	<p>To be able to talk about experiences that are familiar to them and how they might have differed in the past</p> <p>To be able to use photographs and stories to compare the past with the present day.</p> <p>To be able to describe a range of different habitats around the world.</p>		<p>To be able to comment on images from the seaside past and present comparing similarities and differences.</p> <p>To be able to participate in a hands-on experience that deepens a child's understanding of the past.</p>



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## History Implementation

### Topics

At Sandy Lane, we take an enquiry-based approach to history teaching. This means that, every half-term dedicated to history learning, children set out to answer a specific question. These questions can be found in the Progression Map document, along with topic-specific vocabulary which is taught throughout the sequence of lessons.

Year	Term 1	Term 2	Term 3
<b>1</b>	<b>How have schools changed over time?</b> Changes within living memory - engage parents and grandparents. Where appropriate, these should be used to reveal aspects of change in national life.	<b>How do we move around?</b> Changes within living memory - engage parents and grandparents. Where appropriate, these should be used to reveal aspects of change in national life.	<b>Where do monarchs live?</b> Significant historical events, people and places in their own locality.
<b>2</b>	<b>How do we know about the Great Fire of London?</b> Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.	<b>How have nurses and the NHS saved people?</b> Edith Cavell, Mary Seacole and Florence Nightingale, Beven. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<b>Where have we explored?</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Matthew Henson (North Pole), Shackleton (South Pole), Neil Armstrong (Moon).

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Year	Term 1	Term 2	Term 3
<b>3</b>	<p><b>What was Britain like before writing?</b> Changes in Britain from the Stone Age to the Iron Age.</p>	<p><b>What did the Romans ever do for us?</b> The Roman Empire and its impact on Britain.</p>	<p><b>How have monarchs used their power over time?</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
<b>4</b>	<p><b>Why did the Anglo-Saxons settle in Britain?</b> Britain's settlement by Anglo-Saxons and Scots.</p>	<p><b>What are the Ancient Egyptians famous for?</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p><b>Ancient Greek civilisation: what do we know about ancient Greece?</b>  Ancient Greece - Where and when. What Athens was like and Athenian society. What Sparta was like and the Spartans. What the Ancient Greeks believed in and what this tells us about Ancient Greece. How Ancient Greek life and cities were organised.</p>
<b>5</b>	<p><b>How did the Maya civilisation change over time?</b> A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p><b>Were the Vikings as vicious as we think?</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b>How has human communication developed?</b>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>

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Year	Term 1	Term 2	Term 3
6	<b>How has Bracknell developed over time?</b> A local history study.	<b>How did different people experience WW2?</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<b>Why did migration to Britain change after WW2?</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

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<p>Year 1</p>	<p><b>How have schools changed?</b> Changes within living memory - engage parents and grandparents. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ol style="list-style-type: none"> <li>1. How can we talk about the past?</li> <li>2. How have schools changed over time?</li> <li>3. How has our school changed over time?</li> <li>4. What was school like for our parents or grand-parents? <b>(VISITORS)</b></li> <li>5. How did children in the past play at school?</li> <li>6. Would you have preferred to go to school in the past and why?</li> </ol>	<p><b>How do we move around?</b> Changes within living memory - engage parents and grandparents. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ol style="list-style-type: none"> <li>1. How can we travel today?</li> <li>2. How has transport changed over time?</li> <li>3. How have trains changed?</li> <li>4. Have cars improved over time?</li> <li>5. How has aircraft changed?</li> <li>6. How will travel change in the future?</li> </ol>	<p><b>Where do monarchs live?</b> Significant historical events, people and places in their own locality.</p> <ol style="list-style-type: none"> <li>1. What is a monarch?</li> <li>2. Who is our monarch today?</li> <li>3. Why were castles built?</li> <li>5. Why did William the Conqueror build Windsor castle?</li> <li><b>5. TRIP TO WINDSOR CASTLE</b></li> <li>6. How has Windsor Castle changed over time?</li> </ol>
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<p>Year 2</p>	<p><b>How do we know about the Great Fire of London?</b> Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.</p> <p>1.How is my daily life different from someone who lived in the 1600s?</p> <p>2.What was life like in London before 1666?</p> <p>3.How do we know about the GFOL?</p> <p>4.What do we think happened during the GFOL?</p> <p>5.Who was King Charles II and what was his role in the GFOL?</p> <p>6.What were the main changes that King Charles II made after the GFOL?</p>	<p><b>How have nurses and the NHS saved people?</b> Edith Cavell, Mary Seacole and Florence Nightingale. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>1.What makes a person from the past significant?</p> <p>2.What was nursing like in the Victorian era?</p> <p>3.How did Mary Seacole save people?</p> <p>4.How did Edith Cavell save people?</p> <p>5.How did Aneurin Bevan save people?</p> <p>6.How have hospitals changed in the last 100 years?</p>	<p><b>Where have we explored?</b> Matthew Henson (North Pole), Shackleton (South Pole), Neil Armstrong (Moon), Christopher Columbus (Ocean). The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>1.What is exploration? Where have you explored?</p> <p>2.Why do we remember Matthew Henson?</p> <p>3.What can we learn from Ernest Shackleton?</p> <p>4.How have humans explored the oceans?</p> <p>5.Why is Neil Armstrong so famous?</p> <p>6.Which explorer do you think was the most important and why?</p>
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<p>Year 3</p>	<p><b>What was Britain like before writing?</b> Changes in Britain from the Stone Age to the Iron Age.</p> <ol style="list-style-type: none"> <li>1. What does 'prehistory' mean and when was it?</li> <li>2. What does Skara Brae tell us about life in the Stone Age?</li> <li>3. Who was the Amesbury Archer?</li> <li>4. How did bronze change life for prehistoric humans?</li> <li>5. How did trade affect the Iron Age?</li> <li>6. Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</li> </ol>	<p><b>What did the Romans ever do for us?</b> The Roman Empire and its impact on Britain.</p> <ol style="list-style-type: none"> <li>1. Who was in Britain when the Romans invaded?</li> <li>2. Why did the Romans invade and settle in Britain?</li> <li>3. How did Britons respond to the Roman invasion?</li> <li>4. Why was the Roman army so successful?</li> <li>5. What do buildings tell us about life in Roman times?</li> <li>6. How did the Romans change modern Britain?</li> </ol>	<p><b>How have monarchs used their power over time?</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ol style="list-style-type: none"> <li>1. Who ruled England after the Romans left?</li> <li>2. What happened in 1066?</li> <li>3. How did the Magna Carta change the monarchy in England?</li> <li>4. How did Henry VIII use his power to change England?</li> <li>5. How did Queen Victoria redefine the English monarchy?</li> <li>6. What powers do our monarchs have today?</li> </ol>
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<p>Year 4</p>	<p><b>Why did the Anglo-Saxons settle in Britain?</b> Britain's settlement by Anglo-Saxons and Scots.</p> <ol style="list-style-type: none"><li>1. Who were the Anglo-Saxons?</li><li>2. What did Anglo-Saxon settlements look like?</li><li>3. What does Sutton Hoo tell us about Anglo-Saxon life?</li><li>4. How did Christianity arrive in Britain?</li><li>5. Was King Alfred really great?</li><li>6. How is the influence of the Anglo-Saxons seen in modern Britain?</li></ol>	<p><b>What are the Ancient Egyptians famous for?</b> Agriculture, pyramids, papyrus, hieroglyphics. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <ol style="list-style-type: none"><li>1. Why was the River Nile so important to the Egyptians?</li><li>2. Why and how did the Egyptians build the pyramids?</li><li>3. What can we learn from the Valley of the Kings?</li><li>4. What did the Egyptians believe about death?</li><li>5. How do we know the Egyptians had written language?</li><li>6. Why do we still study the ancient Egyptians today?</li></ol>	<p><b>Ancient Greek civilisation: what do we know about ancient Greece?</b></p> <ol style="list-style-type: none"><li>1. Where was Ancient Greece located? When was the Ancient Greek civilisation?</li><li>2. What was Athens like? What was Athenian society like?</li><li>3. What was Sparta like? What were Spartans like?</li><li>4. Who were the Ancient Greek gods and goddesses? What can Greek myths tell us about Ancient Greece?</li><li>5. How was Ancient Greece organised? What was city life in Ancient Greece?</li><li>6. Assessment</li></ol>
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<p>Year 5</p>	<p><b>How did the Maya civilisation change over time?</b> A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <ol style="list-style-type: none"><li>1. How did the Maya civilisation begin?</li><li>2. What do archaeological remains tell us about Maya cities?</li><li>3. How were Maya homes different to the homes in Britain at the time?</li><li>4. How were the Maya such successful farmers?</li><li>5. Was religion important to the Maya?</li><li>6. What caused the decline of the Maya civilisation?</li></ol>	<p><b>Were the Vikings as vicious as we think?</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ol style="list-style-type: none"><li>1. Who were the Vikings and how do we know about them?</li><li>2. How were the Vikings such successful sailors?</li><li>3. Why did the Vikings come to Britain?</li><li>4. How were the Vikings different from the Anglo-Saxons?</li><li>5. What were the divisions in Viking society?</li><li>6. How have your opinions about the Vikings changed?</li></ol>	<p><b>How did humans communicate in the past?</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ol style="list-style-type: none"><li>1. How do humans communicate without words?</li><li>2. What were the earliest forms of human mark-marking?</li><li>3. When and where has evidence of early writing been found?</li><li>4. How have humans sent messages to each other?</li><li>5. How have telephones changed over time?</li><li>6. How have computers changed since their invention?</li></ol>
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<p>Year 6</p>	<p><b>How has Bracknell developed over time?</b>  A local history study.  Anglo-Saxon villages &gt; Large market town &gt; Windsor hunting ground &gt; Town after WW2 &gt; Significant development &amp; links to Thames Valley</p> <ol style="list-style-type: none"> <li>1. How did Bracknell become a town?</li> <li>2. How has Swinley Forest been used over the years?</li> <li>3. What does the census tell us about Bracknell Forest?</li> <li>4. Why have some parts of Bracknell stayed the same?</li> <li>5. How has the Lexicon changed Bracknell in recent years?</li> <li>6. How do you think Bracknell might change in the future?</li> </ol>	<p><b>How did different people experience WW2?</b>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ol style="list-style-type: none"> <li>1. Why did Britain go to war in 1939?</li> <li>2. What do sources tell us about the Blitz?</li> <li>3. Who won the Battle of Britain?</li> <li>4. What was evacuation like for children?</li> <li>5. How were children in Germany affected by the war?</li> <li>6. How did WW2 change women's lives?</li> </ol>	<p><b>Why was the Windrush Generation met with so much prejudice when they arrived in Britain?</b>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ol style="list-style-type: none"> <li>1. Why did migrants come to Britain during and after WW2?</li> <li>2. How did the Windrush Generation arrive in Britain?</li> <li>3. How have the rights of Black people in the UK changed over time?</li> <li>4. What were the consequences of the 1958 Notting Hill riots?</li> <li>5. How have migrants contributed to Britain since the end of WW2?</li> <li>6. Why do people move to Britain today?</li> </ol>
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# History Curriculum - Sandy Lane Primary School



<b>Golden Threads - <i>Changes within living memory</i></b>		
All about me		YN
Marvellous Me / Travel		YR
How have schools changed over time?		Y1
How do we move around?		Y1
Where do monarchs live? - castles (aspects of - current monarch)		Y1
Where have we explored?	<i>aspects of e.g Space Race</i>	Y2
How has human communication developed? -	aspects of e.g digital communications	Y5
How has Bracknell developed over time? A local history study.		Y6
How did different people experience WW2?		Y6
Why did migration to Britain change after WW2?		Y6

# History Curriculum - Sandy Lane Primary School



<b>Golden Threads - Changes beyond living memory</b>	
How do we move around? - (aspects of - beyond living memory e.g early trains 19th Century)	Y1
Where do monarchs live? - castles	Y1
How do we know about the Great Fire of London?	Y2
How have nurses and the NHS saved people?	Y2
Where have we explored?	Y2
What was Britain like before writing?	Y3
What did the Romans ever do for us?	Y3
How have monarchs used their power over time?	Y3
Why did the Anglo-Saxons settle in Britain?	Y4
What are the Ancient Egyptians famous for?	Y4
Ancient Greek civilisation: what do we know about ancient Greece?	Y4
How did the Maya civilisation change over time?	Y5
Were the Vikings as vicious as we think?	Y5
How has human communication developed? (aspects of)	Y5
How has Bracknell developed over time? (aspects of) A local history study.	Y6

# History Curriculum - Sandy Lane Primary School



Golden Threads - Chronological Awareness		
All about me (sequencing my events) / Fairy Tales	sequencing story	YN
Marvellous Me (birthdays, events dates) / Fairy Tales	sequencing story	YR
How have schools changed over time -	me / parents / grandparents - before / after	Y1
How do we move around? -	ordering / sequencing different forms of transport	Y1
How have nurses and the NHS saved people? Where have we explored?	ordering / sequencing events	Y2
What was Britain like before writing? Stone age / Iron age (BC, AD, BCE and CE) What did the Romans ever do for us? (BC, AD, BCE and CE) How have monarchs used their power over time? (AD / CE) Why did the Anglo-Saxons settle in Britain? (BC, AD, BCE and CE) What are the Ancient Egyptians famous for? (BC, AD, BCE and CE) Ancient Greek civilisation: what do we know about ancient Greece?	BC, AD, BCE and CE	Y3/4
How did the Maya civilisation change over time? Were the Vikings as vicious as we think? How has human communication developed?	Place key events from a period of history on a timeline in relation to one other period of history. Use more accurate dates when describing and sequencing events.	Y5
How has Bracknell developed over time? How did different people experience WW2? Why did migration to Britain change after WW2?	Understand the chronology of key events in periods how this time relates to other key periods in history. Summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, migration, industry and technology etc...)	Y6

# History Curriculum - Sandy Lane Primary School



Golden Threads - Culture & Community		
All about me Marvellous me People who help us	Own life-story and family's history, people around them	YN/R
How have schools changed over time?	How schools have changed in our community. Understand how schools, toys and games were sometimes different in the past.	Y1
Where do monarchs live?	How the Royal family/ Kings/Queens is part of our national identify. National community.	Y1
How do we know about the Great Fire of London?	Understand how the architecture of London was different before and after the Fire of London.	Y2
What was Britain like before writing? What did the Romans ever do for us? Why did the Anglo-Saxons settle in Britain?	Understand how invaders and settlers influence the culture of the existing population. Understand that society was organised in different ways	Y3/4
How have monarchs used their power over time?	Monarchs as part of society / community.	Y3
What are the Ancient Egyptians famous for? Ancient Greek civilisation: what do we know about ancient Greece?	Ancient civilisations. How was society / community organised?	Y4
How did the Maya civilisation change over time?	Comparison non-European society / community	Y5
Were the Vikings as vicious as we think?	Community / society	Y5
How has Bracknell developed over time? - A local history study.	Local community change over time.	Y6
How did different people experience WW2?	Communities during the war Understand the changing role of women and men in Britain.	Y6
Why did migration to Britain change after WW2?	Changing communities after the war - migration Understand the changing role of women and men in Britain.	Y6



# History Curriculum - Sandy Lane Primary School

## Themes (Substantive Concepts)

Over the course of their time at Sandy Lane, children explore a range of substantive concepts. We call these 'themes' and they provide links between the content of different topics. Most topics link to more than one theme.

- Power
  - *This theme examines democracy (including Parliament), monarchy, religion and empire.*
- Civilisation
  - *This theme covers the development of society and history related to public services such as schools, hospitals, public transport and emergency services.*
- Movement
  - *This theme explores how goods and people have moved across borders throughout history via trade, invasion, settlement and migration. It covers the various settlers in the UK such as the Celts, Romans, Anglo-Saxons, Vikings and Normans.*
- Human Achievements/Mistakes
  - *This theme promotes learning from mistakes and celebrating inspiring achievements. It includes events such as the Great Fire of London, exploration missions, warfare, medical advancements and the NHS.*

## Disciplinary Knowledge

In alignment with the National Curriculum, our overarching historical concepts include:

- Chronology
- Continuity and Change
- Cause and Consequence
- Historical Significance

Suggested activities linked to each concept ensure children are engaging with these throughout their time at Sandy Lane over each topic.



# History Curriculum - Sandy Lane Primary School

## Methods of Historical Enquiry

For children to develop as independent historians, they need to understand how to gain knowledge of the past, as well as cultivating their own curiosity about it.

Using the National Curriculum as guidance, this part of the Sandy Lane curriculum addresses requirements for children to engage with a range of sources and use these to develop their own understandings and opinions of historical events. It also provides guidelines about helping children pose their own questions relating to history.

Types of sources:

- Newspaper articles
- Maps
- Photographs
- Buildings/monuments
- Drawings/paintings
- Artefacts

## Lesson Objectives (Substantive Knowledge)

Each lesson within a sequence has its own question, with a much smaller scope, to build up the skills and knowledge required to answer the big topic question. These form the basis of weekly study and can be found in the Progression Map/Topic documents for each year group.

Lessons generally follow the format:

- Lesson question
- Recap (3+ questions)
- Instruction and supporting activities