

## Learning theme: History

### Rationale behind the sequencing and structure of the History curriculum

#### Key points to note:

- Pupils develop an understanding behind how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present
- All units build on pupils' previous knowledge of significant events and people, situations and developments
- All pupils should develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people
- All units of history begin with an enquiry question and are designed to stimulate pupils' curiosity and encourage them to question historical events, viewpoints and evidence
- Pupils develop an understanding behind 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 and analyses
- All units refer to and develop pupils' understanding of the historical chronological narrative, from the earliest times to the present day: how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world
- The school ethos of BASICS is a positive undercurrent and is referenced throughout units
- All units integrate 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
- Knowledge of and ability to use historical vocabulary correctly to communicate knowledge and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Building Learning Power skills are incorporated in all units to support pupils to reflect and evaluate on their own habits of learning in history

<b>Reception</b>	<p><b>Comparing past and present</b> – We explore different toys and modes of transport and compare them to modern day items.</p> <p><b>Change over time</b> – We observe how we have changed since being a baby and what things we are able to do now compared to then.</p> <p><b>Understanding chronology</b> – ordering events that have happened and stories that they know.</p> <p><b>Significant people and events</b> – We learn about the Royal Family, their roles and how each person is related. We cover Remembrance Day, why it is celebrated/importance and how it is celebrated.</p> <p><b>ELG:</b></p> <ul style="list-style-type: none"><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>
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	Autumn	Spring	Summer
Year 1	<p><b>Learning theme: Homes from Past to Present</b></p> <p><b>Key enquiry questions:</b></p> <p><b>How have homes and household objects changed over time?</b></p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how homes and household objects were different in the past</li> <li>- To compare aspects of life in different periods (similarities and differences)</li> <li>- To understand some of the ways in which we find out about the past by identifying different sources</li> <li>- To know where people and events fit within a chronological framework</li> <li>- To identify similarities and differences between ways of life in different periods in the context of finding out about homes.</li> </ul> <p>Trip: Bekonskot Model Village</p> <p><b>To give coherence to the topic and support progression, pupils will develop knowledge of:</b></p> <p><b>People, events, situations and developments:</b></p> <ul style="list-style-type: none"> <li>- Pupils will develop a basic understanding of key changes in the way homes are built and defining features from key periods.</li> </ul>	<p><b>Learning theme: The impact of significant individuals and how hospitals and medical care have changed over time</b></p> <p><b>Key enquiry questions:</b></p> <p><b>How did Florence Nightingale, Edith Cavell and Mary Seacole influence patient care?</b></p> <p><b>How have conditions in hospitals changed over time?</b></p> <p><b>Would you rather be treated as a hospital patient today or 100 years ago? Why?</b></p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about the lives of significant individuals (Florence Nightingale, Edith Cavell and Mary Seacole) in the past who have contributed to national and international achievements.</li> <li>- To compare aspects of life in different periods (similarities and differences)</li> <li>- To know where people and events fit within a chronological framework</li> <li>- To understand some of the ways in which we find out about the past</li> <li>- To ask and answer questions</li> </ul> <p>Trip: Florence Nightingale internal workshop</p> <p><b>To give coherence to the topic and support progression, pupils will develop knowledge of:</b></p> <p><b>People, events, situations and developments:</b></p> <ul style="list-style-type: none"> <li>- Pupils will develop a basic understanding of nurses, their role and how hospitals have changed over time.</li> </ul> <p><b>Chronology and characteristic features:</b></p> <ul style="list-style-type: none"> <li>- Pupils will be introduced to three significant individuals (Florence Nightingale, Mary Seacole and Edith Cavell) and where they fit within a chronological framework. Pupils will be asked to discuss the impact of each significant</li> </ul>	

**Chronology and characteristic features:**

- Pupils will be introduced to the idea that people have been living in Ealing for a long time and that different types of homes are evidence of settlement. Pupils will be introduced to the concept of different time periods and how to order objects and homes in chronological order.

**Historical terms:** Tudor, Georgian, Victorian, Medieval, Modern, Years and Hundreds of Years, Change

**They will also develop their understanding of historical concepts:**

- Evidence – pictures of homes and artefacts
- Cause and consequence – homes change as a result of developments in technology
- Continuity and Change – some features of homes remain the same whilst others have changed
- Similarity/Difference – comparing houses and objects from different time periods.
- Significance of key house household e.g. washing machine

**Link to BASICS: Safety, Challenge**

**Link to EYFS: The World, People and Communities**

individual and compare key aspects of their lives. They will look at key events which led these individuals to help (E.g. Crimean War, World War I) and modern day events of the same nature (e.g. Syrian War).

**Historical terms:** World War I, Crimean War, Years, Hundreds of Years, Resilience, Identity, Significant

**They will also develop their understanding of historical concepts:**

- Evidence – pictures of hospitals and equipment
- Cause and consequence – hospitals and medicine change and develop as a result of education and technology
- Continuity and Change – some features of hospitals and healthcare remain the same whilst others have changed
- Similarity/Difference – comparing hospitals from different time periods, comparing nurses and features of their life
- Significance of these individuals and their impact

**Link to BASICS: Aspiration, Success, Challenge, Safety, Identity**

**Link to EYFS: The World, People and Communities**

<p><b>Year 2</b></p>	<p><b><u>Learning theme: The Great Fire of London</u></b></p> <p><b>Key enquiry questions:</b></p> <p><b>What happened to London in the fire of 1666?</b></p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about events beyond living memory that are significant nationally or globally.</li> <li>- To develop an awareness of the past by comparing present day London with the London that existed before 1666</li> <li>- To ask and answer questions by discussing ways London has changed and was rebuilt following the Great Fire of London</li> <li>- To understand some of the ways in which we find out about the past by identifying different sources</li> </ul> <p><b>Modern day links: Grenfell tower</b></p> <p>Trip: Museum of London</p> <p><b>To give coherence to the topic and support progression, pupils will develop knowledge of:</b></p> <p><b>People, events, situations and developments:</b></p> <ul style="list-style-type: none"> <li>- Pupils will develop a basic understanding of events which led up to the Great Fire of London and the impact this had on further development.</li> </ul> <p><b>Chronology and characteristic features:</b></p>	<p><b><u>Learning theme: Transport</u></b></p> <p><b>Key enquiry questions:</b></p> <p><b>How has transport changed in London over the last 100 years?</b></p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past</li> <li>- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>- To know where people and events studied fit within a chronological framework</li> <li>- To ask and answer questions</li> </ul> <p><b>Modern day links: Impact of Cross rail</b></p> <p>Trip: London Transport Museum (Workshop – World’s First Underground Railway)</p> <p><b>To give coherence to the topic and support progression, pupils will develop knowledge of:</b></p> <p><b>People, events, situations and developments:</b></p> <ul style="list-style-type: none"> <li>- Pupils will develop a basic understanding of how transport has changed over time. They will learn about significant individuals related to developments</li> </ul>	<p><b><u>Learning theme:</u></b></p> <p><b>Key enquiry questions:</b></p> <p><b>How have computers developed over time? What has been the impact of these advances in technology?</b></p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about the lives of significant individuals who have contributed to national achievements (Computer Science and Design)</li> <li>- To be taught about significant people (Ada Lovelace, Alan Turing) in their own locality (England)</li> <li>- To ask and answer questions</li> <li>- To understand some of the ways in which we find out about the past by identifying different sources</li> </ul> <p><b>To give coherence to the topic and support progression, pupils will develop knowledge of:</b></p> <p><b>People, events, situations and developments:</b></p> <ul style="list-style-type: none"> <li>- Pupils will develop a basic understanding of how computers have changed over time. They will learn about significant individuals related to developments within computing (Ada Lovelace, Alan Turing)</li> </ul> <p><b>Chronology and characteristic features:</b></p> <ul style="list-style-type: none"> <li>- Pupils will look at developments in computers and sequence how they have changed over time up until the present day.</li> </ul>
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<p>- Pupils will be introduced to the sequence of events which led to the Great Fire of London and the future impacts it had on housing developments.</p> <p><b>Historical terms:</b> Georgian, Samuel Pepys, Primary Sources, Secondary Sources, Change, fire hooks, leather buckets,</p> <p><b>They will also develop their understanding of historical concepts:</b></p> <ul style="list-style-type: none"> <li>- Evidence – primary and secondary sources from the Great Fire</li> <li>- Cause and consequence – homes change as a result of the destruction caused by the fire and speed at which it spread</li> <li>- Continuity and Change – impact on housing development which has continued over time with advancements in technology</li> <li>- Similarity/Difference – comparing conditions of living from different time periods (talking about Grenfell tower- have lessons been learnt)</li> <li>- Significance of the Great Fire and its subsequent impact</li> </ul> <p><b>Link to BASICS:</b> Belonging - How the world has changed, Safety - How buildings are built to ensure safety Challenge: How we can further develop and improve (Grenfell tower), Aspire - What can you do to change the world? Identity - Understand homes in the past / how it's different from homes now.</p>	<p>within flight (Neil Armstrong, Orville and Wilbur Wright).</p> <p><b>Chronology and characteristic features:</b></p> <ul style="list-style-type: none"> <li>- Pupils will look at developments in rail and flight and sequence how these forms of transport have changed over time up until the present day.</li> </ul> <p><b>Historical terms:</b> Victorian, Primary Sources, Secondary Sources, Chronology, Inventor, Change, Technology, cars, bus, plan, rockets, inventors, trains, invention, global, significates</p> <p><b>They will also develop their understanding of historical concepts:</b></p> <ul style="list-style-type: none"> <li>- Evidence – photos of different forms of transport from different time periods</li> <li>- Cause and consequence – how and why have aeroplanes changed over time</li> <li>- Continuity and Change – impact of developments in transport</li> <li>- Similarity/Difference – comparing aeroplane from different time periods</li> <li>- Significance of developments in travel and impact to population</li> </ul> <p><b>Link to BASICS:</b> Belonging - How the world has changed, Safety - How to travel safely on different transport, Challenge - How we can further develop and improve, Aspire - What can you do to change the world? Identity - Understand how past</p>	<p><b>Historical terms:</b> Chronology, Inventor, Change, Technology, Locality, Significant, development,</p> <p><b>They will also develop their understanding of historical concepts:</b></p> <ul style="list-style-type: none"> <li>- Evidence – photos of computers from different time periods and significant individuals</li> <li>- Cause and consequence – how and why have computers changed over time, who was responsible for advancements in computer science and design</li> <li>- Continuity and Change – impact of developments in computing</li> <li>- Similarity/Difference – comparing computers from different time periods</li> <li>- Significance of developments in computing and impact to population</li> </ul> <p><b>Link to BASICS:</b> Identity - Understand how past generations lived/ how internet has influenced our lives, Aspire - What can you do to change the world, Belonging - How the world has changed, Safety -How to use the internet and the computer safely</p>
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		generations travelled/ how it's different from how we are traveling	
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<p><b>Year 3</b></p>	<p><b>Learning theme: Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>Key enquiry questions:</b></p> <p><b>Were the Stone Age people simply hunters and gatherers?</b></p> <p><b>When do you think it was better to live – Stone Age, Bronze Age or Iron Age? Why?</b></p> <p><b>What was the technological progress during the prehistory era?</b></p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about changes in Britain from the Stone Age to the Iron age</li> <li>- To devise historically valid questions about change, continuity, similarity and difference between the prehistory time periods.</li> <li>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> </ul> <p><b>To give coherence to the topic and support progression, pupils will develop knowledge of:</b></p> <p><b>People, events, situations and developments:</b></p> <ul style="list-style-type: none"> <li>- Pupils will be introduced to the idea that people have been living in Britain for a very long time. Pupils should be encouraged to</li> </ul>	<p><b>Learning theme: Ancient Greece: life, achievements and its legacy</b></p> <p><b>Key enquiry questions:</b></p> <p><b>What can we find out about the civilisation of Ancient Greece?</b></p> <p><b>Can we thank the Ancient Greeks for anything in our lives today?</b></p> <p><b>What was the social progression during the Ancient Greek era?</b></p> <p><b>Trip: Ancient Greece Internal Workshop</b></p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>- Understand how our knowledge of the past is constructed from a range of sources.</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul> <p><b>To give coherence to the topic and support progression, pupils will develop knowledge of:</b></p> <p><b>People, events, situations and developments:</b></p> <ul style="list-style-type: none"> <li>- Pupils will develop an understanding of the distinctiveness of the civilisation of Ancient Greece. They will develop their knowledge and understanding of some of the key features of life in Ancient Greece, its continuing legacy and begin to appreciate its historical significance.</li> </ul> <p><b>Chronology and characteristic features:</b></p> <ul style="list-style-type: none"> <li>- Pupils will develop an understanding of where Ancient Greece fits into the broader chronological framework set out in the programme of study for key stage 2 history.</li> </ul>
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recognise the continuities too. For example there is very little change in houses, house-building or settlement size, until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

**Chronology and characteristic features:**

- Pupils will be introduced to the idea that people have been living in Britain for a very long time. They will learn about the changes that occurred over a period of over 10,000 years.

**Historical terms:** Stone Age, Iron Age, Bronze Age, Neolithic, Palaeolithic, Skara Brae, Prehistory, Community, Invention, Archaeology, Source, Artefacts, Technology

**They will also develop their understanding of**

**Historical concepts:**

- Evidence – As so much of this topic is contested histories, pupils will begin to realise that conclusions must be based on evidence, and that new evidence, like the discoveries at Howick House and the Salcombe Shipwreck, can change the way we look at the past.

**Historical terms:** Ancient, Modern, Civilisation, Citizens, Democracy, Architecture, Myths and Legends, Gods and Goddesses, Chronology, Invention, Government, BC, AD, Olympics

**They will also develop their understanding of**

**historical concepts:**

- Evidence - secondary sources of written information, images of modern Greece, Information about life in Athens and Sparta e.g. BBC Schools Primary History website (Ancient Greece) or the British Museum website for Ancient Greece, Photographs of Ancient Greek pottery and statues
- Cause and consequence – impact on literature (Greek myths), architecture
- Continuity and Change – changes in governance, buildings, school life
- Similarity/Differences between then and now (Ancient Greece)
- Significance of the Ancient Greeks and their legacy

**Link to BASICS:** Aspiration – impact of how we live our lives today and how we can aspire to continue make similar changes, Challenge – Olympics, Success – democracy, Identity – democracy

	<ul style="list-style-type: none"> <li>- Cause and consequence – impact on farming and tools</li> <li>- Continuity and Change – They will begin to realise that new inventions can have dramatic impacts on the way people live and work, but that also, as in the case of houses, sometimes the continuities are as important as the changes.</li> <li>- Similarity/Difference – comparing conditions of living from different time periods</li> <li>- Significance of the Stone Age, Iron Age and Bronze Age</li> </ul> <p><a href="#">Link to BASICS:</a> Belonging– communities, Challenge – shelter and diet, Success – stone tools to metal tools, Identity – focus on Stone Age in the UK</p>	
<p><b>Year 4</b></p>	<p><b><u>Learning theme:</u> The Roman Empire and its impact on Britain</b></p> <p><b>Key enquiry questions:</b></p> <p><b>Why have people invaded and settled in Britain in the past?</b></p> <p><b>When and where did the Romans invade and why?</b></p> <p><b>Did the native Britons welcome or resist them, and why?</b></p> <p><b>How did they influence the culture of the people already here?</b></p> <p><b>Trip: Museum of London</b></p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about the Roman Empire and its impact on Britain</li> <li>- To understand about the British resistance (e.g. Boudica)</li> </ul>	<p><b><u>Learning theme:</u> The effect of Anglo- Saxons, Viking and Scots settlement in Britain</b></p> <p><b>Key enquiry questions:</b></p> <p><b>What happened to Britain when the Romans left?</b></p> <p><b>What do we know about the relationship between Anglo-Saxons and Vikings?</b></p> <p><b>Was there a better quality of life for all in Anglo-Saxon or Roman Britain?</b></p> <p><b>What did the Anglo Saxons and Vikings leave behind and how do we know?</b></p>

- To learn about the 'Romanisation' of Britain (e.g. impact of technology, culture and belief on sites such as Caerwent)
- To understand how our knowledge of the past is constructed from a range of sources
- To devise historically valid questions about change, continuity, similarity and difference, and significance.

**To give coherence to the topic and support progression, pupils will develop knowledge of:**

**People, events, situations and developments:**

- Children can be introduced to the idea that people from other societies have been coming to Britain for a long time. They can learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still.

**Chronology and characteristic features:**

- **'Romans, Anglo-Saxons and Vikings' is the longest British period in the primary history curriculum, lasting a thousand years – a millennium.** It is also the most formative period in British history, when the country experienced several waves of invasion, including the last invasion to have been successful, in 1066. It both begins and ends with an invasion: the first Roman invasion in 55 BC and the Norman invasion of William the Conqueror in 1066. Add 'in between were the Anglo-Saxons and then the Vikings'.
- By the end of the millennium, 1000 AD, the island was divided into the three recognisable countries of England, Scotland and Wales. Christianity was the established religion. In England, Celtic, Roman, Anglo-Saxon and Viking place-names reflected the mixture of peoples now living there, and the main places where they had settled.

**Historical terms:** Claudius, Julius Caesar, conquest, Celtic Britain, Hadrian's Wall, resistance, Boudicca, archaeological evidence, invasion, settlement, artefacts, Roman Britannia, kingdoms, Romanisation,

**They will also develop their understanding of historical concepts:**

- Evidence –the work of archaeologists and historians and how they use evidence to make deductions about what happened in the past. The children will be interpreting both written texts and artefacts to come to conclusions about the Roman Army and the Roman Empire.
- Cause and consequence

**NC objectives:**

- To be taught about Britain's settlement by Anglo-Saxons and Scots
- To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- To understand how our knowledge of the past is constructed from a range of sources
- To develop clear narrative (chronological) within and across the periods they study

**To give coherence to the topic and support progression, pupils will develop knowledge of:**

**People, events, situations and developments:**

- Pupils will expand their knowledge related to Anglo-Saxon and Viking England and Scotland at a local/regional, national and international level including specialist vocabulary through political, economic, social, religious and cultural perspectives.

**Chronology and characteristic features:**

- Pupils will develop their understanding of the chronology of events over the period

**Historical terms:** Dark Ages, Saxon invasion, most early middle ages, early medieval period, Roman Britannia, kingdoms, Vikings, He Lindisfarne Monastery, King Alfred the Great

**They will also develop their understanding of historical concepts:**

	<ul style="list-style-type: none"> <li>- Continuity and Change – changes in governance, buildings, school life</li> <li>- Similarity/Differences between then and now</li> <li>- Significance of the Romans and their legacy. Children will begin to appreciate the work of archaeologists and historians and how they use evidence to make deductions about what happened in the past.</li> </ul> <p><b>Children will make links with enquiries they completed in Year 3 on the Ancient Greeks (Y3) and Prehistory. They will investigate how Prehistoric Britain ended with the invasion by the Romans and how this changed the lives of those living in Britain. They will draw comparisons between the lives of the Greeks and Romans. They will also explore how the Romans invaded Greece.</b></p> <p><u>Link to BASICS:</u> Belonging - Roman Empire and Romanisation, Aspiration – Empire, Safety - Romanisation (technology, public hygiene), Identity - Boudicca, Challenge - Invasion of Britain, Success - Invasion of Britain</p>	<ul style="list-style-type: none"> <li>- Evidence – pictures of Saxons, villages, artefacts, myths and legends</li> <li>- Cause and consequence – imagining choices, attitudes and motivation</li> <li>- Continuity and Change – They can learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still.</li> <li>- Similarity/Differences between then and now Saxons and Vikings have left considerable evidence of their presence in the landscape and in the way we organise ourselves today; There were considerable differences as well as some similarities between Saxons and Vikings and between both groups and us today.</li> <li>- Significance of the Anglo-Saxons, Scots and Vikings and their legacy. The period produced some important individuals who made a key contribution to these societies and our knowledge of it including Alfred, Athelstan, Cnut and Bede.</li> </ul> <p><u>Link to BASICS:</u> Belonging - Were the Anglo-Saxons and Vikings able to coexist? Aspiration – Why did the Vikings want to invade Britain? Safety - Why was Lindisfarne was vulnerable to attack, Identity - Similarities and difference between Vikings and Saxons, Challenge - Defeating the Romans and the Anglo-Saxons , Success - How they succeeded in battle (Lindisfarne)</p>
Year 5	<p><u>Learning Theme: Local History Unit</u></p> <p><b>Key Enquiry questions</b></p> <p><b>How has life changed in our locality?</b></p>	<p><u>Learning Theme: An overview of the first civilisations with an in depth study of The Ancient Egyptians</u></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) with a depth study of one of the Ancient Egypt</p>

### What was it like to live in Ealing in the past?

#### NC objectives:

- To conduct a study over time tracing how several aspects of national history are reflected in Ealing
- To understand how our knowledge of the past is constructed from a range of sources
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To devise historically valid questions about change, cause, similarity and difference and significance

Trip: Local area walk

**To give coherence to the topic and support progression, pupils will develop knowledge of:**

#### People, events, situations and developments:

- The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the locality as well as the wider context. This awareness should include big picture/outline as well as depth based on more detailed local analysis and case studies.

#### Chronology and characteristic features:

### Key Enquiry questions

#### When and where did the first civilization appear?

**What did the Ancient Egyptians believe? How do we know? How different were beliefs in Ancient Egypt from today?**

**How did religion affect life in Ancient Egypt?**

**How did Civilisation adapt to the needs of Egyptian life?**

#### NC objectives:

- To discuss and review the achievements of the Ancient Egyptians looking at where and when they appeared in history.
- To understand how our knowledge of the past is constructed from a range of sources
- To devise historically valid questions about change, cause, similarity and difference and significance
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Trip: British Museum

**To give coherence to the topic and support progression, pupils will develop knowledge of:**

#### People, events, situations and developments:

- This unit on Ancient Egypt offers pupils the chance to look at another civilisation very different from their own. Students can be introduced to the key features of Ancient Egyptian civilisation through the beliefs and attitudes of these ancient people. Students should examine the similarities and differences between their ancient beliefs and beliefs held today and how these beliefs fitted into society and culture at the same time as exploring the world of the ancient Egyptians. The Achievements of the Earliest Civilisations: Beliefs, features of civilisation – buildings, objects, writing, art, and structure of society and culture

#### Chronology and characteristic features:

- Ancient Egypt evolved around the River Nile from about 3150 BC and ultimately declined as an individual culture in the reign of Cleopatra in 30 BC, becoming part of the Roman Empire. It is often associated with writing, trade and the pyramids.

- Pupils will be introduced to different maps of Ealing from different time periods. They will discover that the name 'Ealing' originates from Anglo Saxon times. They will look at Ealing across different time periods and compare similarities and differences (1800s, 1900s and modern day). They will look at how the population of Ealing has changed over time and the impact of post war migration on Ealing.

**Historical terms:** Anglo-Saxons, Victorian, Migration, Impact, Development, Technology, Population, Transport, War, diversity, international, migration, settler,

**They will also develop their understanding of historical concepts:**

- Evidence – maps/photographs of Ealing from different time periods, local walk around Ealing, Census records
- Cause and consequence – impact of technology on people’s lives (train, trams, loss of agriculture), impact of post war migration
- Continuity and Change – how has transport developed and changed in Ealing in the last 100 years.
- Similarity/Differences – Ealing over time
- Significance –Ealing Studios is the oldest continuously working studio facility for film production in the world. St Mary’s church in Ealing dates back the 12<sup>th</sup> Century. Crossrail is Europe’s largest infrastructure project- Elizabeth line.

- Demonstrate the length of Ancient Egypt's history by creating with the class a timeline marking out the different periods, including the intermediate periods, when weakness and/or civil war disrupted the kingdom. The timeline should be a living, growing visual record, with pharaohs and events being added as you study them. Good for practising arithmetic, especially negative numbers. Hopefully children will appreciate that the length of time associated with a civilisation does not necessarily reflect its significance.

**Historical terms:** Egyptian, Beliefs, Achievements, Civilisation, Pharaoh, Afterlife, Mummification, Embalming, Sarcophagus, God-King, Obelisk, Scarab, Papyrus, Hieroglyphs, Inundation, Irrigation, Delta, Shaduf, Archimedes' Screw, Nare palette, empire,

**They will also develop their understanding of historical concepts:**

- Evidence – Archaeology is the key to our knowledge of Ancient Egyptian civilisation. Over the past two centuries, archaeologists have uncovered vast amounts of Egypt's past. We also have accounts of Ancient Greek travellers to Egypt of what they saw there. The uncovering of the Rosetta Stone by Napoleon's soldiers in 1798 was a key event, for it contained information written in three different scripts: hieroglyphs, demotic and Greek. By comparing them, the young Frenchman Champollion was able to decipher the ancient hieroglyphic script. For the first time modern people could read the inscriptions written on the walls of Egyptian tombs and elsewhere.
- Cause and consequence – impact of the Nile on Egyptian life. The Greek historian Herodotus called Egypt 'the gift of the Nile', and so it was. Without the River Nile, Egypt would have been a rainless desert, unable to sustain a settled population. Every year, heavy rains in Ethiopia swelled the river and brought it down in flood (the inundation). The inundation carried with it fertile soil which covered the land on both sides of the river. The Egyptians dug irrigation canals, and used shadufs and Archimedes' Screws to raise water from the Nile. In this way they controlled the flood and could raise crops and animals. In years of weak inundation there was famine (see the biblical story of Joseph and the Pharaoh's dream in Genesis 39-41). The river's richness also included: transport: the Nile was the highway of the kingdom, food: fish and water-fowl and papyrus reeds, used to make paper, baskets, boats, sandals.
- Continuity and Change – Nation building, There used to be 2 kingdoms in around 3100BC then they united. Unified in 300BC by Menes. Similar to UK unifying in the Act of Union 1800. Today- Scottish independence. Religion- Then ancient Egyptians were polytheistic but now the country is monotheistic.
- Similarity/Differences – How are they similar to other civilisations that you know- ancient Greeks, Romans and Anglo-Saxons. Differences of beliefs- what other religions are polytheistic. One god.
- Significance of the Ancient Egyptians and their legacy (they worked out a 365-day year which accurately predicted the annual flooding of the Nile).Irrigation of Egypt. Dentistry was widely practiced- invented toothpaste and toothbrushes.

	<p><a href="#">Link to BASICS:</a> Belonging &amp; Identity -Belonging to our community and our school, Aspiration- How has Ealing been modernised- transport- new homes- cinema- Cross rail. Development and regeneration, Safety- How to stay safe in our community, Challenge- Sustainability and how we can look after our environment, Success- Ealing studios. Tolerance of beliefs.</p>	<p><a href="#">Link to BASICS:</a> Belonging - Ancient Egyptians did not travel- loved their homeland. Who was an ancient Egyptian? Buried with their belongings, Aspiration -Pyramids- toothbrushes, Nile- irrigation – hieroglyphics, Safety - Worshipping the deities- what benefits, Identity -mummies and their death masks, Challenge - Pyramids- and the afterlife- everlasting life, Success - Successful civilisation that lasted thousands of years. Pyramids- irrigation- maths used to build the pyramids perfectly.</p>
<p><b>Year 6</b></p>	<p><a href="#">Learning Theme: WW2</a></p> <p><b>Key Enquiry questions</b></p> <p>How significant was the Blitz?</p> <p>World War II: whose war?</p> <p>What was the impact of World War II on people in our locality?</p> <p>How well does a fictional story tell us what it was like to be an evacuee?</p> <p>Evacuee experiences in Britain: is this all we need to know about children in World War II?</p> <p>New opportunities? How significant was the impact of World War II on women?</p> <p>Trip: Imperial War Museum</p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about an aspect of theme in British History (e.g. World War II) that extends our chronological knowledge beyond 1066.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<p><a href="#">Learning Theme: Early Islamic Civilisation including Baghdad c.AD900</a></p> <p><b>Key Enquiry questions</b></p> <p>How different was Baghdad to London around 900AD?</p> <p>What was in the House of Wisdom?</p> <p>Who was Ibn Battuta and how did his Rihla help us?</p> <p>Who was Al-Zahrawi and what could we learn from Muslim medicine?</p> <p>What did early Islamic civilisation leave behind?</p> <p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about a non-European society that provides contrasts with British history – Early Islamic Civilisation including Baghdad c.AD900</li> </ul>

- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To devise historically valid questions about change, cause, similarity and difference and significance

**To give coherence to the topic and support progression, pupils will develop knowledge of:**

**People, events, situations and developments:**

Develop an understanding of the lives and the impact of the war on local people, using a range of sources and deciding how far the above sources reflect this. Children will appreciate similarities and differences of childhood experiences in the war. They will develop an understanding of the range of experiences of children in Britain, Germany and other contexts affected by the war. An understanding of the issues and opportunities in using historical fiction. An appreciation of the importance of comparing fiction with different historical sources when we construct our understanding of the past.

**Chronology and characteristic features:**

**Historical terms:**

The significance of the Blitz and events leading up to it. They will develop their narrative of the people and places involved in the war.

Similarities and differences between locations affected by the Blitz in Ealing and comparable events experienced by Britain's enemies.

Answer historical questions, select information from a range of historical sources and select and organise historical information.

An appreciation of how to refine their understanding of childhood experiences through reflecting on what they learn.

Relating an event to a bigger picture of the past.

- To understand how our knowledge of the past is constructed from a range of sources
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To devise historically valid questions about change, cause, similarity and difference and significance
- To develop a chronologically secure knowledge of British, local and World history.

**To give coherence to the topic and support progression, pupils will develop knowledge of:**

**People, events, situations and developments:**

- Children can be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us still. They can learn about some of the differences in way of life between citizens of Baghdad and London c. AD 900. Links can be made with other cultures that contributed to the formation of theories that are still used within modern day Britain. Children will also be introduced to personalities who undertook challenges on a huge scale to leave behind fascinating legacies. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

**Links to BASICS**

How similar to World War II are the experiences of children in wars today?

Links to prior learning: The Romans, Anglo-Saxons and Vikings – When else was England under attack?

**Links to BASICS**