

History at Furze Field Primary School

As historians, our children will learn how to investigate and understand the past and how it has shaped the future. They will learn how to examine information from different sources, allowing them to structure arguments and debates clearly. We aim to equip our pupils with the ability to ask perceptive questions, think critically, collate evidence and develop their own perspective and judgement to better understand the world we live in today as well as develop their knowledge of the past.

We provide an engaging history curriculum covering a range of historical periods in the UK and wider world. The curriculum is rich in knowledge and vocabulary and enhanced by educational visits and visitors and links to Forest School units.

The following pages outline the history topics taught in each year group.





History in EYFS

In EYFS, children develop their concept of time and of past, present and future through topics such as 'All About Me' and 'Celebrations' and through learning about days, months and seasons. Through this, they find out about some important events in the past and are encouraged to talk with family members from other generations.

Building the correct vocabulary to talk about past, present and future is a key part of the learning.

Objectives from the EYFS framework:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.





Year 1 History – Changes in living memory

Unit overview: Children develop their understanding of history by looking at how aspects of everyday life have changed over time. Children learn about changes in toys (including crazes), homes, schools, clothing and transport.

Key vocabulary: history, past, present, sources, names of toys and crazes from the past, names of different types of home, fashion, transport,

Core knowledge and skills:

- Develop understanding of history and chronology by examining different sources of information including paintings, photographs, videos and interviews.
- Know about some toys people played with in the past (including crazes) and compare these to modern day toys.
- Know that there are many different types of home and be able to name some.
- Know and describe how homes have changed over time.
- Write questions to find out more about homes from the past.
- Find out how schools have changed over time and use knowledge to compare own classroom to classrooms from the past.
- Know that clothing has changed over time. Evaluate clothing from the past considering how it looks and if you think it would be comfortable and practical.
- Know and discuss some of the ways that transport has changed over time.



Year 1 History – Significant Monarchs and Castles

Unit overview: Children learn about two significant monarchs and their lives and achievements. They compare historic monarchs to those in living memory. Children learn about the key features and purposes of castles.

Key vocabulary: monarch, reign, catholic, church of England, fool, archery, jousting, railways, empire, empress, castle, earthwork, motte and bailey, siege, trebuchet, battering ram, fortification, nobility, curtained wall, crenelation, parapet, moat, battlements, arrow loop, draw bridge, barbican, portcullis, blacksmith, herald, messenger.

Core knowledge and skills:

- Know that, in the past, monarchs had far more power than modern day monarchs.
- Learn key facts about two significant monarchs from the past: King Henry VIII and Queen Victoria.
- Know why castles were built.
- Know the names and functions of key parts of a castle.
- Know that castles were entire communities with different people doing different jobs.
- Name and describe some of those jobs.
- Know that castles were sometimes attacked and needed to be defended.
- Know some of the siege weapons and tactics that were used.



Year 2 History – The Stuarts

Topic overview: This is the children’s first study of a significant historical period. Children will further develop their understanding of what history is and how to plot events chronologically on a timeline. Children will learn when the Stuarts lived and how this period fits into British history. Children will learn about significant events and people of the Stuart period and compare aspects of Stuart life to modern life.

Key Vocabulary:

Core knowledge and skills. By the end of the unit, children should:

- Know what history means.
- Be able to plot historical events and periods on a timeline.
- Know when the Stuarts lived – 1603 to 1714.
- Know key facts about the Gunpowder Plot.
- Know causes and symptoms of the Great Plague.
- Know key facts about the Great Fire of London – 1666, started in Pudding Lane at a bakery, lasted for 4 days, spread quickly because of the building materials used and closely packed houses and because of the weather conditions, was a significant factor in ending the plague.
- Know who Samuel Pepys was and that his diaries are a key source of information about the Great Plague and the Fire of London.
- Know what Stuart clothing looked like and compare it to modern clothing.
- Know what Stuart houses looked like and compare them to modern houses.



Year 3 History – The Stone Age to the Iron Age

Topic overview: In the topic children will increase their understanding of what history means and how to plot historical events on a timeline. They will learn about aspects of life from the Stone Age to the Iron Age and know where this fits into the history of Britain.

Key Vocabulary: Prehistory, Chronological, Stone Age, Bronze Age, Iron Age, Mesolithic, Neolithic, Paleolithic, BC/AD (BCE/CE), Hunter Gatherer, Flint, Flint Knapping, Hand Axe, Spear, Atlatl, Pigment, Settlement, Archaeologist, Bronze, Copper, Tin, Alloy, Smelting, Hill Fort, Protection, Enclosure

Core knowledge and skills. By the end of the unit, children should:

- Consider if the ‘facts’ in a story about the Stone Age are likely to be historically accurate or not.
- Gain an overview of prehistoric Britain and how it fits on a timeline.
- Know that people hunted and gathered their food during the Stone Age.
- Know some of the foods they ate.
- Know that people used flint to make stone tools during the Stone Age.
- Name some of the stone tools and know their uses.
- Know some animals that were alive in the Stone Age.
- Know what clothing Stone Age people wore.
- Know what Stone Age people used for shelter.
- Know that Stone Age people used fire and what they used it for.
- Explore the style of Stone Age cave art.
- Know how Stone Age cave art was created.
- Research the history of Skara Brae.
- Know how the Bronze Age differed from the Stone Age.
- Know that the discovery of bronze was highly significant and led to many changes.
- Describe the process of smelting to make bronze.
- Know how British life changed in the Iron Age.
- Imagine life in an Iron Age hill fort.



Year 3 History – Roman Britain

Topic overview: During this topic, children will gain an overview of the impact of The Roman Empire on Britain, including its lasting legacy. They will consider how different historical sources help us to know about Roman Britain. They will research what it might have been like to live in Britain during the period of Roman Occupation.

Key vocabulary: Empire, expansion, invasion, republic, Britannia, Celtic, amphitheatre, villa, aqueduct, basilica, evidence, sources, archaeology, mosaic, settlement, bathhouse, palaestra, frigidarium, caldarium, tepidarium, romanisation, legacy,

Core knowledge and skills. By the end of this unit, children should:

- Know where the Roman Empire originated and be able to place its beginning on a timeline.
- Know and evaluate stories about the founding of Rome.
- Know how the Roman Empire expanded over time and how a powerful army contributed to this.
- Revise what Britain looked like in the Iron Age and evaluate how aspects of Iron Age life might have been affected by the Roman invasion.
- Know why the Romans wanted to invade Britain and compare the different invasion attempts.
- Know about Boudica and her rebellion against the Romans.
- Know how the landscape of Britain was changed by what the Romans built.
- Know some ways in which Romans designed buildings and structures to make a more efficient society.
- Be able to compare different types of houses from Roman Britain, explore evidence that survives from Roman buildings.
- Understand how archaeologists find evidence about Roman Britain.
- Know about one or more Roman sites in Britain and describe key findings.
- Know the significance and functions of the bath house in Roman House.
- Evaluate the impact of the Roman Empire on modern Britain and debate its greatest legacy.



Year 4 History – The Ancient Maya

Topic overview: Children will continue to secure knowledge and understanding of British, local and world history. In this unit they will gain an in depth understanding of non-European society, the Mayan civilisation, and recognise the contrasts it provides with British history. They will further understand how archaeologists and historians use evidence to piece together a view of life in the past. They will formulate their own questions and deductions using images and other sources they choose themselves.

Key Vocabulary: civilisation, Iron Age, Maya, contemporary, terraced fields, raised fields, slash and burn, nutrients, calendars, maize, erosion, artefacts, primary and secondary sources, archaeology, hieroglyphs, sacrifice, afterlife, beliefs, Mesoamerica, city names: Tikal and Palenque,

Core knowledge: By the end of the unit, children should:

- Know that an ancient civilisation known as the Maya existed in the area of Mexico.
- Know this was contemporary with the iron age in Britain.
- Gain an overview of Maya society.
- Research and share information about one aspect of Maya society.
- Know about Mayan farming methods.
- Know that the Maya were expert farmers and this meant they had a good diet.
- Know that the Maya were skilled in maths and astronomy and this meant they had excellent calendars.
- Consider what we can learn from artefacts and what sort of questions archaeologists and historians need to ask.
- Know that Pakal was one of the greatest Mayan leaders.
- Understand the difference between primary and secondary sources of historical evidence.
- Understand how historians and archaeologists find out about the past.
- Know about the gods and beliefs of the ancient Maya.
- Know the ancient Maya's ideal of beauty.
- Know that the Maya played a ball game to settle disputes.



Year 4 History – Ancient Greece

Topic overview: Children will gain an overview of significant people, places and events from Ancient Greece. They will contrast daily life in Ancient Greece with modern daily lifestyles. They will consider the broader historical context, particularly with regards to the expansion of the Ancient Greek empire and its lasting legacy.

Key vocabulary: Empire, civilisation, Minoan & Mycenaean Ages, Dark Ages, Archaic Period, Classical Period, Hellenistic Period, historical sources, city states, pantheon, Olympian Gods, philosophy, legacy, archaeological, phalanx, hoplite, diamond nine (formation),

Core knowledge: By the end of the unit, children should:

- Know when and where the Ancient Greeks lived.
- Interrogate historical sources to infer information about the past.
- Know what city states were and compare the city states of Athens and Sparta.
- Make a balanced argument based on historical knowledge.
- Understand the significance and historical impact of Alexander the Great.
- Know what happened at the Battle of Marathon and analyse the reasons for the Greek victory.
- Know about the twelve Olympian gods and their associated symbols; identify gods from historical sources.
- Know the importance of the Olympic Games in Ancient Greek culture.
- Explore the balance of religious, social and sporting aspects of the Olympic Games.
- Know about famous thinkers from Ancient Greece: Socrates, Plato and Aristotle.
- Explore key ideas and questions from Ancient Greek philosophy.
- Evaluate stories from history by examining sources of evidence including drawing their own conclusions about the story of the Trojan Horse.
- Explore different aspects of daily life for Ancient Greek children and consider how we know about this.
- Explore the legacies of Ancient Greece.



Year 5 History – The Victorian Era

Unit overview: Children will gain an overview of the significance of the Victorian period within the wider narrative of British history; contrast everyday life during the period with modern British lifestyles; consider some of the major changes and their effects during this period, including the impact of the Industrial Revolution and the railways, and consider different perspectives on these changes; study significant people and events of the period and become familiar with historical sources and vocabulary relating to the period.

Key vocabulary: Chronology, evidence, depiction, deduce, monarch, reign, empire, bicycle, postage, gramophone, typewriter, stamp, Industrial Revolution, factory, foundry, canal, railways, George Stephenson, Richard Trevithick, Matthew Murray, Robert Davidson, mines, mills, chimney sweep, Lord Shaftesbury, Factory Act, philanthropist, perspective, counter perspective, drill exercises, slates, nature drawing, sampler

Core knowledge and skills:

- Put the Victorian period into historical context and use historical sources to find out about the Victorian period.
- Find out about the life of Queen Victoria and consider why she became such a popular monarch.
- Know what the Industrial Revolution was and explain how Victorian Britain was changed by it.
- Know how the introduction of the railways changed travel and trade, understand and explain different viewpoints about the new railways.
- Know what sort of jobs were taken by Victorian children and explore what life was like for them.
- Know why Lord Shaftesbury was an important figure and how his campaigns improved children's lives during the Victorian period.
- Know how rules about who could go to school changed over the Victorian period and compare Victorian schools with modern day schooling.
- Use historical sources to make observations about Victorian clothing and compare clothes for rich and poor people from Victorian times.
- Know about typical crimes and punishments in the Victorian period and compare Victorian punishments to the modern day justice system.



Year 5 History – Ancient Egypt

Topic Overview: Children will gain an overview of the significance of the Ancient Egyptian period within the wider narrative of world history. They will compare aspects of life in Ancient Egypt with life in modern times. They will study significant people, places and events from this period and explore how we know about them today.

Key Vocabulary: Egyptologist, chronological, hieroglyphic, pyramid (step, bent, Khafre's, red) sphinx, pharaoh, fertile, sarcophagus, mummification, tomb, canopic jars, death mask, natron, deities (Ra, Isis, Anubis, Nut, Geb), cartouche

Core knowledge and skills. By the end of this unit, children should:

- Know where and when the Ancient Egyptians lived.
- Understand the importance of the river Nile in Ancient Egypt and the natural resources it provided.
- Know about some of the most famous Pharaohs and understand the meaning of some of symbols associated with them.
- Know what pyramids looked like and how and why they were built.
- Know what pastimes were popular in ancient Egypt play an Ancient Egyptian board game.
- Know why and how Egyptians mummified people.
- Know about and compare some Ancient Egyptians gods and goddesses and investigate different sources depicting the gods and goddesses.
- Know what hieroglyphs looked like and explore the issue of translating hieroglyphs.
- Explore the story of Howard Carter's discovery of the tomb of Tutankhamun.
- Begin to consider the ethical implications of digging up the past.
- Know about Cleopatra VII, investigate her legacy and some differing opinions about her.



Year 6 History – World War II

Unit Overview: Children will learn when, where and why World War II took place. They will plot key points in the war on a timeline. They will learn about aspects of life on the home front in Britain such as air raids, evacuation, rationing, the Local Defence Volunteers and the Land Army. They will research a key historical figure from World War II. They will read the Diary of Anne Frank.

Key Vocabulary: allies, axis, Blitz, air raid, Anderson shelter, Morrison Shelter, evacuation / evacuee, rationing, gas mask, Neville Chamberlain, Winston Churchill, Adolf Hitler, the home front, Local Defence Force

Core knowledge and skills. By the end of this unit, children should:

- Know why World War II began.
- Be able to select information from a variety of secondary sources and place them on a WWII timeline.
- Know what the Blitz was and when and where it took place.
- Know that and why children were evacuated from large cities to safer, more rural locations.
- Know that people used air raid shelters, including Anderson and Morrison shelters.
- Know that food was rationed and the reasons why.
- Try some popular recipes from WWII.
- Know that the Local Defence Volunteers (later the Home Guard) were formed as a secondary defence force in case of invasion.
- Know some of the ways in which the role of women in society changed during WWII.
- Research one key historical figure from WWII.
- Understand who Anne Frank was and why she was an important historical figure.
- Understand how Anne Frank's life was intertwined with the main events of the war.



Year 6 History – The Anglo-Saxons and Vikings

Unit overview: Children will learn that the Anglo-Saxons and Vikings both came to Britain and the reasons why. They will gain an overview of how these two groups lived alongside each other and sometimes fought. They will learn about aspects of Viking life, including: day to day life, homes, clothing, fighting and weapons, longships and Viking beliefs. They will continue to learn how we find out about the past and construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Key Vocabulary: Anglo-Saxon, Viking, Tribe, Invasion, Immigration, Invaders, Settlers, Settlement, Trade, Explore, Longboat, Navigate, Danelaw (lands occupied by Viking settlers), Alfred the Great, Athelstan, Bererkers, Shield wall, Longhouse, Artefact, Excavation, Materials, Decoration, Asgard, Midgard, Odin, Thor, Loki, Freya, Frey

Core knowledge: By the end of the unit, children should:

- Know out where the Anglo-Saxons came from.
- Consider what it might have been like to be an Anglo-Saxon invader coming to Britain.
- Understand the terms ‘invaders’ and ‘settlers’
- Know and explain some of the reasons the Anglo-Saxons wanted to settle in Britain.
- Know where the Vikings came from.
- Know how and why the Vikings invaded Britain.
- Know that Vikings used longships to explore and trade.
- Know what longships looked like and how they were powered.
- Know that the Vikings and Anglo-Saxons battled for power.
- Know that Alfred the Great helped to make peace.
- Know that the Anglo-Saxon period ended with the Norman invasion in 1066.
- Know how Vikings lived and worked.
- Know how Vikings fought and what weapons they used.
- Know how our knowledge of history is constructed from a range of sources.
- Identify and describe Viking artefacts.
- Know some Viking gods and what they represent.

