Throughout their time at Collis, children will gain and use a historically grounded understanding of key 'threads':

legacy, conflict, invasion, settlement, empire, civilisation, technological advancement, monarchy, leadership, society

Skills are highlighted in blue throughout

CU - Chronological Understanding

IH - Interpretation of History

HE - Historical Enquiry

OC - Organise and Communicate

KUKC – Knowledge and understanding of key concepts (events, people and changes in the past)

History												
EYFS												
	Within living memory Historical Knowledge			**Beyond living memory Historical Knowledge**			**Lives of significant people Historical Knowledge**			**Local history Historical Knowledge**		
	Who is in my family?			**Who/What do we think about on Remembrance Sunday?**			**What was different long ago?**			**What makes London special?**		
Reception	<u>Autumn Term- Families</u> • Find out about themselves as babies. • Know that Grandparents are their parent's parents. • Put the events of a typical day in order: story of a bear's day: wake up, breakfast, school (morning) lunch, afternoon, dinner, bath, bed.			<u>All Terms</u> • Begin to understand the idea of remembering the events of the past: my family • To begin to know that life was different in the past and begin to make comparisons: my family and changes to Teddington library • Know that Remembrance Sunday is a way of remembering people who fought in a war			<u>Stories from History</u> • Knights and Castles • Guy Fawkes • Alfie and Annie Rose stories • When there were Giants • The Royal Dinner • The Christmas Story			<u>Spring Term</u> • Know that places locally were different in the past: visit to Teddington library (how it looked 100 years ago) • Know that London has a past (icons of London – London buses, taxis, fashion etc.)		
	TIER 1	TIER 2	TIER 3	TIER 1	TIER 2	TIER 3	TIER 1	TIER 2	TIER 3	TIER 1	TIER 2	TIER 3
Vocab	Babies, Grandparents, Parents, sisters/ brothers (big and little),	Morning, afternoon, night, Today, yesterday, tomorrow, last/next week		Remember			Once upon a time, long, long ago	King Queen				

Year 1

How are today's toys different from those in the past? *Within living memory* *Beyond living memory* *Historical knowledge* *Lives of significant people*	What do Victorian household artefacts and other sources tell us about homes in the past? *Within living memory* *Beyond living memory* *Historical knowledge*	How has transport changed over time? *Within living memory* *Beyond living memory* *Historical knowledge*	Lives of significant people / Local history
Identify toys used today and the materials used to make them Today toys are often made of plastic Today toys have batteries or are electronic Know which toys are old and which are new (Victorian Era, parents/gransparents era and present day) To know the difference between toys from the past/present Children in parents/grandparents times sometimes played with wooden toys such as: the spinning top but also plastic dolls and toys. Children in Victorian times sometimes played with wooden toys such as: the spinning top, cup and ball and cloth peg dolls The Victorian Christmas traditions included Christmas trees, sending cards, giving presents, and singing carols. To know 3 facts about Queen Victoria Queen Victoria was the Queen during Victorian times CU - Understand the difference between toys that existed in the past and those from the present. CU - Order a set of toys into groups (then and now) OC – communicate ideas about modern day and parent/grandparent toys including colour and what they are made from, through speaking, drawing and writing CU – use common words and phrases relating to the passing of time (e.g. now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.) KUKC - Recall some facts about people/events before living memory – Queen Victoria and Victorian Christmas. KUKC – make simple observations about different types of events (Victorian Christmas) and people (Queen Victoria	**Spr 2 Houses and Homes** To know how homes have changed since Victorian times: Many Victorian homes had no electrcitiy Many Victorian homes did not have indoor toilets Many Victorian houses did not have hot water from the tap Victorian kitchens had a fire or range for cooking CU- order a set of household items (artefacts) into groups (then and now). CU – use common words and phrases relating to the passing of time (e.g. now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.) HE – Begin to ask and answer questions about household items used in Victorian times. HE- Understand some of the ways we find out about the past - books, photographs, pictures and artefacts	**Sum 2 Transport** **How has transport changed over time?** To know three ways that different types of transport have changed over time (trains, bicycles, planes, boats) To be able to compare changes in at least two types of transport To know that trains in the past used steam but trains today are electric To know that bicycles in the past did not have gears and now they do That know that planes in the past could not fly very far and now they can travel around the world To know that boats in the past had sails and used the wind to move but today they have engines To explain how transport has changed generally OC – communicate ideas about transport through speaking, drawing and writing KUKC – make simple observations about different types of events - transport KUKC - Recall some facts about people/events before living memory with regard to transport CU - Understand the difference between types of transport in the past and the present. HE- Understand some of the ways we find out about transport from the past - books, photographs, pictures and artefacts	***(Autumn 1 – Local Area (Geography)*** *Know that Sir Mo Farah lives in the local area and that he is famous for long distance running for GB (Olympian))* **Summer 1 – Africa (Geography)** Know that Sir David Attenborough lives in the local area and that he is famous for his nature programmes

TIER 2	TIER 3	TIER 2	TIER 3	TIER 2	TIER 3	TIER 2	TIER 3
queen, past, present, modern day, same, different	Artefact, Queen Victoira legacy, empire, Technology	same, different, timeline, modern, electricity	Artefact Victorian range Technology	Steam train, electricity, transport, vehicle, gears, Viking, plane	biplane, penny farthing Technology		

Year 2

	How have the discoveries of explorers changed the world? *Beyond living memory* *Lives of significant people*	What impact did the Great Fire of London have on London today? *Beyond living memory* *Historical knowledge*	Famous Nurses *Lives of significant people* *Historical Knowledge*	Bushy Park/Teddington *Local history* *Hitorical knowledge*
	Autumn 1 Explorers Know that these events that happened long ago, even before my grandparents were born. Neil Armstrong and Captain Scott are both famous explorers from the past. Neil Armstrong is famous for being the first astronaut to land on the moon in 1966. Captain Scott was an explorer who was one of the first people reach the South Pole OC - Communicate ideas about Neil Armstrong and Captain Scott in speaking, writing, drawing, role-play, storytelling or using ICT. CU – Know where dinosaurs, Quen Victoria, Captain Scott and moon landing fit into a chronological framework CU - Understand and use the words past and present when telling others about an event. HE - To ask and answer questions about explorers in the past	**Spring 2 The Great Fire of London** **What impact did the Great Fire of London have on London today?** To know that the Great Fire of London was in 1666 To know about the differences between artefacts from 1600 to now To know London changed since the fire of London in many ways. Name one: There is now a fire service Houses were concrete and further apart Streets are wider People now have fire alarms To know that Samuel Pepys wrote an eye witness account of the Great Fire of London which has helped us to find out what happened OC - Communicate ideas about the Great Fire of London in speaking, writing, drawing, role-play, storytelling or using ICT. KUKC - Recount the main events from the Great Fire of London HE- Understand that we can find out about the Great Fire of London from books, photographs, pictures and artefacts and eye-witness accounts IH - Identify different ways in which the past is represented. (e.g. books and pictures, stories, eye witness accounts, pictures, photographs, artefacts) KUKC –Explain that Thomas Farynor and Samuel Pepys were important people during the Great Fire of London	**Summer 1 Nurses** • Florence Nightingale and Mary Seacole were famous nurses in the Crimean War. • Florence Nightingale improved hospitals by: • Sorting clean bedding and bandages for the soldiers • Patients were given food • Training nurses on care CU – Know where dinosaurs, Quen Victoria, Captain Scott, The Great Fire of London and moon landing fit into a chronological framework IH - Identify different ways in which the past is represented. (e.g. books and pictures, stories, eye witness accounts, pictures, photographs, artefacts) HE – Choose and use parts of stories and other sources to show understanding about Florence Nightingale and Mary Seacole OC - Communicate ideas about Florence Nightingale and Mary Seacole in speaking, writing, drawing, role-play, storytelling or using ICT. KUKC – identify similarities/differences between nursing and hospitals during the Crimea and the present day KUKC - Look at evidence to give and explain reasons why Mary Seacole and Florence Nightingale may have acted in the way they did.	**Summer 2 Trip to Bushy Park** Know how the local area is different to the way it used to be a long time ago: Teddington Significant places in the local area: Bushy Park, Hampton Court Palace, Strawberry Hill House, Ham House and Richmond Park (link with Geography obj) KUKC – identify similarities/differences between ways of life in the local area in different periods HE - To ask and answer questions about what Teddington was like in the past

Vocab								
	TIER 2 moon, space, explorers, Neil Armstrong, Captain Scott	TIER 3 Apollo 11, Legacy, technological advancement	TIER 2 past, present, similarity, difference, change, , fire service cause, timeline, sources, artefacts,	TIER 3 leather bucket, water squirt, legacy, technological advancement, monarchy	TIER 2	TIER 3 Florence Nightingale, Mary Seacole Samuel Pepys King Charles II, legacy, conflict (Crimea), technological advangement, society,	TIER 2	TIER 3

Year 3

	Ancient Egypt What does the evidence tell us about life in Ancient Egypt?		Stone Age to Iron Age How did Britain change from the beginning of the Stone Age to the Iron Age?	
	• To know that Ancient Egyptians lived around 3000 years ago and were an Ancient civilisation • To know that the River Nile was essential to life in Ancient Egypt for fishing, farming, trade, building and making paper • To know that the Egyptians were ruled by a Pharoah • To know that Tutankhamun was a famous Egytptian pharaoh • To know that people believed in many Gods and the afterlife. • To be able to explain the process of mummification and know why it was important to the Egyptians • To know that the Rosetta Stone was written in hieroglyphs. • To understand the importance of hieroglyphs in our understanding of Ancient Egypt • CU - Use a timeline to place events and periods previously studied in chronological order • HE – Examine hyeroglyphics and the Rosetta Stone as non-written sources of evidence about the past • HE - Ask questions and find answers about the way of life and actions of the Ancient Egyptians • HE - Use documents, printed sources, the internet, pictures and photographs as evidence about Tutankhamun • HE - Use documents, printed sources, the internet, pictures and photographs as evidence about Egyptian gods • HE - Use visits to museums and galleries as evidence about how the Ancient Egyptians lived • KUKC – to describe how the process of mummification changed within a time period • KUKC – Identify Tutankhamun and Howard Carter as historically significant people • IH - Identify different ways in which the past is represented. • OC –use information from a range of sources to communicate ideas about the past		• Place the historical events of previous history topics correctly on a timeline • The Stone Age started about 2.6 million years ago when Humans started to live in Europe • What does prehistory mean? • To know that in the early stone age people were hunter-gatherers. • Examine what things would be a threat, an asset or both • What was Skara Brae and why was it important? It was an archaeological site found on the Orkney Islands in Scotland. • To know that Skara Brae is a Stone Age village that has been well preserved. • Know the main differences between the stone age and the iron age. • Later in the stone age and iron age humans settled in communities and started farming animals and crops. • The Iron age followed the Bronze age and this is when tools and weapons became more advanced in farming. • CU – Continue to develop chronologically secure knowledge of history linked to previous events/periods studied • HE - Ask questions and find answers about the way of life and actions of people in the Stone Age and Iron Age • KUKC – to describe and make links between life in Stone Age Britain and life in Ancient Egypt within the same time period • HE – Examine cave paintings as a non-written source of evidence about the Stone Age • HE - Use documents, printed sources, the Internet, pictures and photographs as evidence about life at Skara Brae • HE – to use a visit to a historic site as evidence about life in the Stone Age and the Iron Age • OC –use information from a range of sources to communicate ideas about the Iron Age • KUKC – to describe and make links between main events, situations and changes from the Stone Age to the Iron Age	
	TIER 3	TIER 2	TIER 3	TIER 2
	Tutankhamun, Hieroglyphs, Rosetta Stone,, Nile, sarcophagus, papyrus, mummification legacy, settlement, leadership, society, civilisation	Pharaoh, pyramid, ancient	Stone Age, Bronze Age, Iron age, Prehistoric Britain, early farmer, Cave paintings, Skara Brae, Stonehenge, ice age, flint/stone, bronze, iron, Celt, Hill fort settlement, round house Legacy, settlement, technological advancement, society	Civilisation, archaeologists, artefacts, AD BC, Hunter-gatherer, settlement, threats and assets, Chronology, tribal

	Year 4					
	Romans **What impact did the Roman Empire have on life in Britain?**		**Anglo Saxons** **What was it like to live in Saxon Britain and how had it changed since Roman occupation?**		**Vikings** **What was Viking life like and why did the Vikings invade Britain?**	
Year 4	• To know that Romans invaded Britain in AD 43 • To understand what Empire means in relation to the Romans. • To know the area it covered by the Roman Empire while Julius Caesar was in power. • To know who Julius Caesar was and why he invaded Britain. • To know that the Roman Empire had a large army which enabled them to invade. • To understand who Queen Boudicca was and why she rebelled against the Roman army. • To know what life was like in Iceni before and after the the invation. • To know three improvements that the Romans brought to Britain: Road and bridges, viaducts and aqueducts, baths, entertainment venues. • To know what Civilisation means in relation to Romans • CU - Order significant events and dates on a timeline (those previously studied). • CU - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • HE - To identify and use a wide range of primary and secondary sources to find out about the Romans • HE - To regularly address historically valid questions about the Romans • KUKC – give reasons for the results of historical changes i.e. the impact of the Romans on Britain • KUKC - Describe how the Roman invasion of Britain affects and influences life today. • OC - understand how knowledge of the Romans is constructed from a range of sources and communicate this in a variety of ways		• Understand the Saxons came from: Denmark, Germany, and Netherlands (find these paces on a map). • The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes • For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land. • The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'. • The Anglo-Saxons were fierce people who fought many battles, including fighting each other. • The Anglo-Saxon period ended when the Normans conquered Britain in 1066. • Understand how the Anglo Saxons lived • Understand the Anglo Saxon Religion and beliefs • Understand the mystery of Sutton Hoo • Understand what a Hillfort is and what it was used for. • CU - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • HE – regularly address historically valid questions • KUKC – to describe and make links between main events, situations and changes from the Romans to the Anglo Saxons and Vikings • HE - To identify and use a wide range of primary and secondary sources to find out about the Anglo Saxons • IH - Look at different versions of the invasion of Lindesfarne and identify differences. • KUKC - Describe how the Anglo Saxons affect and influence life today.		• Know where the Vikings originated from and show this on a map • Vikings 700 to 1100 • Not all Vikings were warriors. Many came in peace and become farmers, living more like Celts than Romans • Identify where the Vikings travelled from and how they arrived in Britain (The Vikings travelled thousands of miles across the sea in boats from Scandinavia where they were farmers, fishermen, seafarers and traders). • Viking invaded Britain for: • better land • more land • treasures to make them rich • Know the Vikings and Anglo Saxons were often in conflict • Know why the Vikings frequently won battles with Anglo Saxons • HE - To identify and use a wide range of primary and secondary sources to find out about the Vikings • CU - Order significant events and dates on a timeline. (those previously studied) • KUKC – give reasons for the results of historical changes (Vikings winning battles with Anglo Saxons) • HE – regularly address historically valid questions about the Vikings • KUKC - Describe how the Vikings affect and influence life today.	
	TIER 3	TIER 2	TIER 3	TIER 2	TIER 3	TIER 2
	Boudicca, Prasutagus, Iceni, Peasantry, Settle, Emperor Claudius and Augustus, legacy, invasion, conflict, settlement, leadership, society, civilisation	Invasion, , taxes, Empire, Hierarchy, Civilisation, Slaves, archaeology (gists), Artefacts, BC and AD	Anglo Saxons, County, Lindisfarne, Sutton Hoo, Berserkers, Monastery invasion, conflict, settlement, leadership,	Invade, Settle, Pagan, monk	Scandinavia Vikings (Danes) Long boat/ship, Danelaw, Odin (God of War), Long house, Beserkers, Jorvik,. Kingdoms: Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex. invasion, conflict, settlement, leadership,	vicious, misconception, archaeology (gists), raid, runes.

Year 5

	Tudors – Local History Study What was life like at Hampton Court in Tudor times?	Ancient Greece How did the Ancient Greeks change the world?
Year 5	• Tudors 1485 – 1603 • Henry VIII married 6 times and lived in many Palaces but his favourite was Hampton Court Palace • The fate of Henry's wives: divorced, beheaded, survived, divorced, beheaded, survived • Know that the Tudor period of history has strong connections in our locality (Hampton Court and River Thames) and understand the issues associated and legacy of the period. • Know how the lives of wealthy Tudor people were different from the lives of poorer people during this time To be able to describe how life in Tudor times compares to life today: o Houses were made from timber frames, straw and dung o Poor Tudors had healthier diets than rich Tudors o Jobs that we have machines for now where done by people in Tudor times eg Washing-machines, factories, sewage-works o Pasttimes (tennis and hunting) • CU-Order significant events and dates including the Tudor period on a timeline • CU- Understand how some historical events during the Tudor period occurred concurrently in different locations • OC- Plan, research and present a self-directed project or research about life at Hampton Court • OC- Select and organise relevant historical information about an element of Tudor life at Hampton Court from a range of sources to communicate ideas about the past • HE- Devise historically valid questions about life at Hampton Court • KUKC- Describe social and cultural diversity in Britain (rich and poor at Hampton Court)	• The Ancient Greeks was an Ancient civilisation that lived between 800 and 31 BC around 4000 years ago, it ended when Rome conquered Greece. • To know that Ancient Greece was divided into City States with Athens and Sparta being the most powerful. • To know that democracy was developed in Athens • Investigate Greek Gods and Goddesses and know about the influence the gods had on Ancient Greece • Know about the origins of democracy and how we have been influenced by the Ancient Greeks • The Ancient Greeks influenced the modern world in many ways: democracy, architecture (temples), sport (Olympics) and religion • To know what legacy the Ancient Greeks left on the modern world • CU-Order significant events and dates from the Ancient Greek period on a timeline • CU - Understand how some historical events occurred concurrently in different locations • OC- Select and organise relevant historical information about Greek city states from a range of sources to communicate ideas about the past • KU- Give reasons why changes may have occurred from Ancient Greek democracy to the modern day • HE – Understand how knowledge of Ancient Greek architecture is constructed from a range of sources • KUKC - Describe how Greek theatre and the arts affect/influence life today • HE - Use the library and internet with increasing confidence and accuracy for research about Ancient Greek Gods • KUKC- describe how the Olympics affect/influence life today • KUKC – Make links between main events, situations and changes within the Ancient Greek period **Local History unit** Look at Teddington lock during Geography river trip. Identify changes over time **Hampton Court** What was life like at Hampton Court in Tudor times?

	TIER 3	TIER 2	TIER 3	TIER 2
	House of Tudor, Henry VIII, Katherine of Aragon, Ann Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard, Catherine Parr, Hampton Court	Legacy, Court, Peasantry monarchy, society	Acropolis, Parthenon, Athens, Sparta, technological advancement	Empire, Gods and Goddesses, Democracy, Olympics, Period, Architecture, Civilisation, Artefact legacy, empire, civilisation, society

Year 6

	Victorians Why were the Victorians and the Industrial Revolution important in relation to British History?	World War II Why was The Battle of Britain a turning point in WWII?	Ancient Maya Who were the Ancient Maya and what have we learnt from them?
Year 6	• Victorians lived in Britain between 1837 and 1901 when Victoria was the Queen. • To compare the industrial and pre-industrial period in England. Consider: Population, work, transport, health and medicine and living conditions. • The Industrial Revolution(1750 – late 1800s) was the transition from a society based on hand manufacturing to one based on machinery. • To understand the significance of cotton spinning moving from being a handcraft, to being mechanised so that it produces more cotton therefore production is much cheaper. • To understand why coal and iron were so important for the industrial revolution. • To know about the first train lines to be built in Britain • Identify and compare changes within and across different periods e.g child labour and school of today To understand that this period gave birth to a range of inventions, many of which we still use today • To know that education became available to most as a result of **reform.** • CU - Understand how some historical events occurred concurrently in different locations • HE – Understand how knowledge of the past is constructed from a range of sources • HE - Choose and use relevant sources of evidence to answer questions about the Industrial Revolution • KUKC - Give own reasons why changes may have occurred during the Industiral Revolution supported with evidence. • IH - Give clear reasons why there may be different accounts of child labour in the Victorian period, linking this to factual understanding of the past • KUKC – to describe and make links between main events, changes and situations across several different time periods • KUKC - Describe how the Industrial Revolution affected/influenced life today.	• To know why WWII broke out. • To know what the Battle of Britain was. • Winston Churchill became Prime Minister on the 10th May 1940 and throughout WWII • To be able to order the main events of the Battle of Britain • To be able to explain the significance of Winston Churchill's famous speeches • Winston Churchill made a famous speech after the Battle of Britain victory in which he said, 'Never was so much owed by so many to so few.' • To be able to identify and compare the principle aircraft in the Battle of Britain. • To be able to explain why Britain won the Battle of Britain: - Britain had better aircraft; - Britain had better manufacturing capabilities; - the German planes could only fly for 30 minutes at a time and although the Germans had more planes and pilots - Britain had RADAR which warned them when German planes were coming to attack. • Britain won The Battle of Britain (July-September 1940) which was a turning point in World War II (1939-1945; if the RAF had not held off the Luftwaffe, Hitler would have likely moved forward with his Operation Sea Lion invasion of the British Isles. • HE – Understand how knowledge of the past is constructed from a range of sources • KUKC – identify historically significant events in the Battle of Britain • KUKC - To identify Churchill as a historically significant person • KUKC - Give own reasons why changes may have occurred supported with evidence. • HE - Choose and use relevant sources of evidence to answer questions • KUKC - Give own reasons why Britain won the Battle of Britain supported with evidence. • KUKC - Describe how having won the Battle of Britain affects/influences life today.	• To locate Ancient Maya civilization on the map on a timeline and establish chronological concepts. • The Mayans lived from **1000 -1697** in Mexico and Central America • Understand how some historical events occurred concurrently in different locations: link the Mayans to theAnglo-Saxons, Greeks. Maya society was formed of a number of city states each with their own ruler. • The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars. • The Maya were the only civilisation in the Americas, and only one of five cultures in the whole world to develop a fully-fledged writing system. • Investigate the Mayan demise - three theories, which explain the collapse of the Ancient Maya: drought, conflict and deforestation. • Know why the Mayans were considered an advanced society in relation to that period of time in Europe • CU - Understand how some historical events occurred concurrently in different locations i.e. Mayans/Egyptians/Romans/Greeks/Iron Age/ Anglo Saxons • CU – note connections, contrasts and trends over time • KUKC – to describe and make links between main events, changes and situations across several different time periods and civilisations • HE - Choose and use relevant sources of evidence to answer questions • HE - Investigate own lines of enquiry by posing questions to answer • OC - Construct informed responses by selecting and organising relevant historical information

TIER 3	TIER 2	TIER 3	TIER 2	TIER 3	TIER 2
Mill, Engine, Mechanise, Mass produce, Child Labour, Factory.	Industrialisation, revolution, reform, Urban, Rural, poverty, manufacture, reform, Empire. Machine, significance Legacy, empire, monarchy, society, technological advancement	Adolf Hitler, Allies, Axis Forces, Nazi, Blitz, Spitfire, Lancaster Bomber, Luftwaffe, Messerschmitt.	Evacuation, Royal Air Force (RAF), Air Raid (shelter, warden, siren), Prime Minister Winston Churchill Radar Conflict, invasion, leadership	Chichen Itza, Pok-a-Tok, Codex, kin, Uinal, Huipil	City State, legacy, peninsular Civilisation, Cacao, City-state, Heiroglyph, Pyramid civilisation, settelement, technological advancement, society