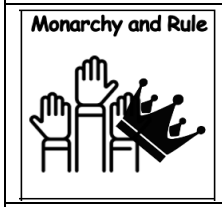
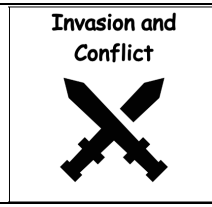
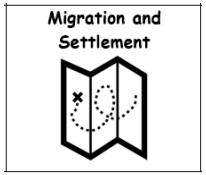
Gem Federation History Curriculum

Threads					
Through our history curriculum, we have identified key threads: substantive concepts that run throughout our units, revisited each time in increasing depth. Whilst ensuring the children's learning is cohesive, they provide opportunities for the children to broaden their knowledge and further develop their skills in enquiry.					
	Monarchy, power and rule.		Achievements and legacies.		Invasion and conflict.
	Movement and migration. Settlement – the establishment of communities.		Social hierarchy and the roles of different members of society. Ideas, beliefs and customs of society.		Trade – developing societies, interactions and growth.

EYFS	
Understanding of the World Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery

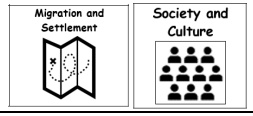
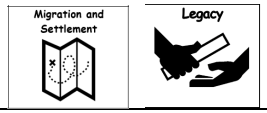
Unit	All About Me	A Taste of the World	The Farm	Fairy tales	Changes
Birth to Five Matters	Shows interest in the lives of people who are important to them. Remembers and talks about significant events in their own family's history Recognises and describes special times or events for family and friends	Shows interest in the lives of people who are important to them. Remembers and talks about significant events in their own family's history Recognises and describes special times or events for family and friends	Shows interest in the lives of people who are important to them.	Recalls a sequence of events in everyday life and stories.	Shows interest in the lives of people who are important to them. Recognises and describes special times or events for family and friends
Overview	In this unit, the children will be introduced to the passing of time using simple vocabulary such as **today, yesterday** and **tomorrow**. They will discuss simple changes in their own lives and explore the history of familiar people around them through significant events, such as birthdays, special trips and celebrations. Discussions will be brought to life through sharing stories, show-and-tell activities and role-play.	In this unit, whilst examining the lives and experiences of people from different countries and cultures, including friends and family, narratives such as *Lima's Red-Hot Chilli* and *Handa's Surprise* are used to share historical tales from different cultures and communities. The children will also explore the traditions surrounding food and how these continue in the present day. The children will also explore a range of festivals that are celebrated annually, such as Eid, Diwali, Christmas and Chinese New Year.	In this unit, the children will deepen their understanding of the passing of time whilst exploring various aspects of farming, such as the growing of crops and the lives of farm animals and their young, including calves, lambs and piglets.	In this unit, through the telling of traditional tales, the children will continue to develop their understanding of 'before' and the past, whilst reflecting on differences in lifestyles, clothing and language. They will continue to be introduced to the language of time, using terms such as 'Long, long ago', 'Once upon a time', 'after' and 'next'.	In this unit, the children will explore the concept of change and the passing of time by first reflecting on their own personal growth and progress. They will discuss physical changes, significant events from the recent past and their learning journeys. This will be supported through discussion, images, work samples and photographs, helping the children to recall and share memories.

Reception					
Unit	My Story, Our World	Space	Story Telling	Growing	Dinosaurs
Birth to Five Matters	• Talk about past and present events in their own life and the lives of family members • Compare and contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past				
ELG	• Talk about the lives of 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				
Overview	In this unit, the children will build upon their learning in Nursery and their understanding of change and the passing of time by describing how they have grown and changed. They will also discuss how they might change in the future, using terms such as 'past', 'present', 'next' and 'later'. They will demonstrate their understanding of the past and present by sorting images and photographs and reflecting on the similarities and differences between them. As they move into Year 1, this activity will develop into creating a simple timeline.	In this unit, the children will continue to develop their understanding of the past and 'history' by exploring significant events in the history of space exploration. This will be explored through stories, non-fiction texts, photographs and images. The children will make comparisons with contemporary images and videos, reflecting on how technology has changed over time.	In this unit, through the text *Major Glad and Major Dizzy*, the children will discuss changes that have occurred over time, such as changes to homes, transport and toys. They will be introduced to a simple timeline that runs through the text, corresponding to the changing events. As a class, the children will sort a range of old and new objects, make comparisons and reflect on the reasons for the differences. They will use terms such as *'timeline', 'old', 'new', 'past', 'present', 'same' and 'different'*.	In this unit, the children will use their learning about life cycles to deepen their understanding of change and the passing of time. They will revisit their learning about themselves and build upon this through discussions about changes in their own lives, particularly during their year in Reception. They will be able to provide greater detail and more accurate accounts of past events and experiences. These will be supported by photographs, videos and other sources of evidence. The children will begin to use terms such as *'year', 'week' and 'day'*.	In this unit, the children will be introduced to the idea that history can take place in the distant past, before humans lived on planet Earth. They will discuss the period in which dinosaurs lived and make comparisons with the modern-day Earth, considering changes to landscapes and physical features. The children will be introduced to Mary Anning, a significant figure in British history, and explore her contribution to our understanding of this period through the work she accomplished in her field. This learning will be revisited and built upon in Year 3 through their Science topic, 'Rocks'. At the end of the year, the children will create a simple timeline of memories and key events from their time in Reception.
EYFS to KS1 and KS2	By the end of Reception, the children will be able to use everyday language related to time. They will be able to order and sequence familiar events, create a simple timeline, and talk about the past and present in their own lives and those of their family members. The children will be able to ask and answer questions in response to images, objects, stories and events. They will understand that information can be retrieved from books and computers. The children will be able to identify similarities, differences, changes and patterns, question why things happen, and give simple explanations. As they move on to KS1 and then KS2, they will build upon their learning in the Early Years and continue to develop the vocabulary needed to discuss the past.				

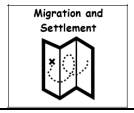
	With each period of history studied, they will deepen their understanding of the past by identifying key developments, exploring significant individuals and developing a sense of chronology. They will consider how different periods relate to one another and contribute to their understanding of the past. To achieve this, they will begin to be introduced to substantive concepts and the themes that connect them, while applying and building upon the disciplinary concepts introduced in the Early Years (e.g. similarities and differences and changes over time). This will support the continued development of their skills in analysis and interpretation.

KS1	
National Curriculum	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

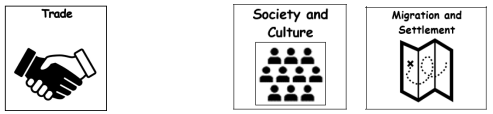
Year 1			
	Our Grandparents	A Local Study: London - Now and Past	The History of Flight
	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Changes within living memory. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	The lives of significant individuals in the past who have contributed to national and international achievements. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
	Enquiry Question: What was it like when my grandparents were young? In this unit, the children will begin by asking and answering questions about their own families and grandparents, using pictures and discussion to reflect on the passing of time sorting images into time order. The children will discuss what is meant by 'past' and 'present' and create a simple timeline from the 1950s to the present. The children will explore similarities and differences between the schools in the past	**Enquiry Question**: How has London and my local area changed over time? In this unit, the children will draw upon their previous learning and develop it further by investigating the history of their own local area and city, London. They will explore the changing landscape of London, its changing rulers and some significant historical events that took place in the city. The children will then focus on how their local area within London has changed over	**Enquiry Question**: How has the ability to fly impacted our lives today? In this unit, the children will begin by reflecting on what they know and would like to know about flight, drawing on their own experiences and knowledge. Using images, videos and other sources of evidence, they will investigate key historical achievements in flight, looking closely at significant events and individuals who have contributed to its development.

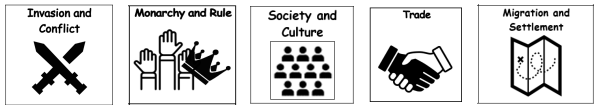
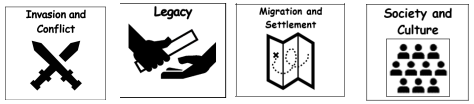
	(their grandparents' era) and present by examining objects and photos, before making comparisons between their experiences and that of their grandparents.	time, as well as the lives of significant individuals connected to the area and its history. They will place these people and events within a chronological framework by examining, discussing and sequencing images and artefacts. They will also begin to compare and contrast different periods of history.	The children will continue to develop their understanding of chronology by sequencing events in time order through discussion and imagery. Applying what they have learned, they will then consider how flight has impacted our lives today, reflecting on both its positive and negative effects.
	Chronology, investigating and interpreting, changes over time, similarities and differences, ask and answer questions,	Chronology, investigating and interpreting, changes over time, similarities and differences, ask and answer questions,	Chronology, investigating and interpreting, changes over time, ask and answer questions.
			

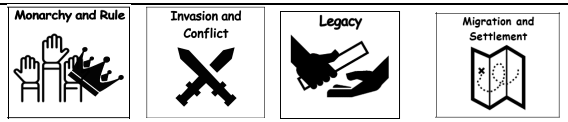
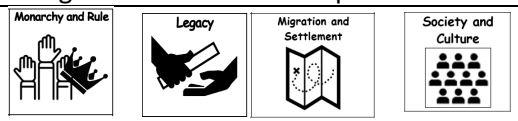
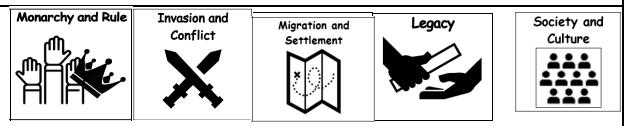
Year 2		
Unit	The Great Fire of London	Women Who Changed the World
National Curriculum	Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements.
Overview	**Enquiry Question**: What caused the Great Fire of London and how did they stop it from happening again? In this unit, the children will learn about the Great Fire of London through pictures and eyewitness accounts. They will use simple timelines to place people and events within a chronological framework and discuss the order in which events occurred. The children will become history detectives, investigating the reasons behind the start and spread of the Great Fire of London. They will explore why the fire destroyed so many houses and consider the question: could more have been done to slow its spread?	**Enquiry Question**: Can you describe the life of an individual who has contributed to national and international achievements? In this unit, the children will be introduced to several inspirational women who have contributed to national and international achievements, from Florence Nightingale to Malala Yousafzai. They will use simple timelines to place people and events in chronological order, extending into living memory. They will compare aspects of life in different places and periods while exploring the lives of each woman. For each individual, they will reflect on her life, the contributions she made and the subsequent changes that occurred as a result of her work.

	The children will then learn how the people of London managed to live through the fire and how society and laws responded. They will explore how the city was reimagined and rebuilt following the fire.	
Skills	Chronology, ask and answer questions, start to use stories or accounts to distinguish between fact and fiction, cause and consequences, change over time.	Chronology, ask and answer questions, explore different types of evidence, similarities and differences, cause and consequence, changes over time.
Threads	  	 

KS2	
National Curriculum	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Year 3		
Unit	Stone Age to Iron Age	Ancient Egypt
National Curriculum	Changes in Britain from the Stone Age to the Iron Age.	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
Overview	**Enquiry Question**: Was Life Better in the Stone Age, Bronze Age or Iron Age? In this unit, the children will continue to develop their understanding of chronology by sequencing periods of history and being introduced to dates. They will draw upon a range of primary and secondary sources of evidence to make inferences about each 'age'. They will begin to consider the fact that history can be interpreted in more than one way and explore the reasons for this. The children will examine societal changes from the Stone Age to the Iron Age and consider the reasons behind them, reflecting on both the positive and negative consequences of these changes.	**Enquiry Question**: How were the Ancient Egyptians able to survive for 3000 years? The children will begin this unit by developing an overview of the earliest civilisations, including where they were located and when they existed. They will consider how Ancient Egyptian society was structured, what evidence from the past can tell us about it, and the possible limitations of different sources of evidence. The children will reflect on the importance of agriculture and the Nile as a resource for the Ancient Egyptians, and the role they played in the development of this civilisation. They will consider the significance of the Egyptian writing system and other advancements, drawing comparisons with contemporary periods of history.
Skills	Chronology, cause and consequence, similarities and differences, continuity and change – with support, discuss reasons for change, investigate and interpret from multiple sources (primary and secondary) – begin to discuss differing interpretations.	Chronology, investigate and interpret from multiple sources – primary and secondary, cause and consequence, similarities and differences, continuity and change – with support, discuss reasons for change.
Threads		

Year 4		
Unit	The Romans	A Local Study: London at War
National Curriculum	The Roman Empire and its impact on Britain.	A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Overview	**Enquiry Question**: How did the Roman Empire leave its mark on Britain? In this unit, the children will begin by exploring the rise of the Roman Empire, the power of its army and the reasons behind its invasion of Britain. Having already learned about the period from the Stone Age to the Iron Age, they will be able to make direct links between Iron Age Britain and the arrival of the Romans. They will consider the 'Romanisation' of Britain over time and the rebellion of Boudicca, ultimately reflecting on the extent to which the Romans changed the lives of people living in Britain at the time. Through the use of both primary and secondary sources, they will evaluate evidence, compare sources, consider their limitations and make judgements in order to answer the question: **How did the Romans leave their mark on Britain?**	**Enquiry Question**: How did World War II impact our local area and did anything positive come from it? In this unit, the children will begin by looking at the reasons for Britain going to war in 1939. They will look at who was involved and key events during the war, including the Blitz. The children will consider the short- and long-term impact of the war on Britain and more specifically London: bombings, evacuations, rationing, how urban communities came together and what that was like. They will draw evidence from both primary and secondary sources, including different accounts of the same event, and reflect upon the reasons for those differences. This will run parallel with the children's investigation into the impact of WWII on their local area, Kennington (London): using evidence from a variety of sources, e.g. OS maps, aerial photographs, recounts from local individuals and fieldwork.
Skills	Chronology, cause and consequence – recognise when there is more than one -assess importance of each, change and continuity – recognise some changes are not abrupt. Are some of those changes still evident today? Similarity and difference, interpretation. investigate different sources of evidence and different accounts of same event – explain the reasons for differences.	Chronology, continuity and change – begin to independently identify important changes and consider reasons for them, cause and consequence – identify more than one reason for events / actions. Investigate different accounts of the same event.
Threads		

Year 5			
Unit	Anglo Saxons and Vikings	The Victorians	Anglo Saxons and Vikings
National Curriculum	Britain's settlement by Anglo-Saxons and Scots.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a significant turning point in British history, for example, the first railways.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Overview	**Enquiry Question**: Did the settlement by Anglo-Saxons make England a better or worse place to live? In this unit, the children will begin by exploring how Saxon England developed and why the Anglo-Saxons chose to settle in Britain. Through a range of primary and secondary sources, they will investigate the development of Anglo-Saxon society, while considering the limitations of different sources of evidence. They will explore the role of religious beliefs and the ways in which social hierarchy shaped people's lives, drawing comparisons with previous periods and civilisations they have studied. Building on their findings, the children will investigate what the Anglo-Saxons left behind and consider the impact they had on the development of Britain.	**Enquiry Question**: How have our lives been changed by the Victorians? In this unit, the children will carry out a study into the significance of the Victorian period within the wider narrative of British history. They will contrast everyday life during the Victorian era with modern British lifestyles, considering some of the major changes of the period and their effects on the physical, social and cultural landscape. This will include exploring the impact of the Industrial Revolution and the railways, as well as reflecting on different perspectives of these developments. The children will learn about significant people and events of the time, drawing on a variety of sources and analysing their reliability. Throughout their study, they will consider the extent to which the Victorians shaped the lives we lead today, culminating in a response to the question: How have our lives been changed by the Victorians?	**Enquiry Question**: Should the Vikings be viewed as just vicious thieves? In this unit, the children will begin by exploring how and why the Vikings first came to Britain. Using a range of sources of evidence, they will investigate the Vikings' initial raids and subsequent settlement, examining how their arrival affected the Anglo-Saxon kingdoms. They will explore how the Vikings were viewed by the Anglo-Saxons and examine the conflict between the two groups, assessing the ways in which their conflict, settlement and influence changed Britain. Drawing on their findings, the children will conclude the unit by debating how the Vikings should be viewed: **were they raiders or settlers?**
Skills	Chronology, similarities and differences, cause and consequence – identify more than one reason for events / actions. Interpretation, continuity and change.	Chronology, similarities and differences – within period and with another period studied, cause and consequence – impact on the people studied, continuity and change – using increasingly broad variety of evidence, e.g. census, to explore changes over time and interpretation.	Chronology, similarities and differences, cause and consequence – identify more than one reason for events / actions. Interpretation, continuity and change.
Threads			

Year 6			
Unit	Ancient Greece	The Maya	Post 1066 Study: The History of Medicine
National Curriculum	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	A non-European society that provides contrasts with British history – one study chosen: Mayan civilization c. AD 900.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; changes in an aspect of social history.
Overview	**Enquiry Question**: Children to establish own line of enquiry into the impact of the Greeks. In this unit, the children will begin by placing the Ancient Greek civilisation within its historical context, identifying links between key events and relating its timeline to those of other civilisations and periods they have studied, such as Ancient Egypt and the Iron Age. They will analyse the geography of Greece and consider how it shaped the lives of its people, before exploring different city-states and reflecting on their respective strengths and weaknesses. Using a variety of sources of evidence, they will examine the legacies of Ancient Greece and consider their impact on the modern world, while evaluating the reliability and limitations of different sources. Throughout the unit, the children will develop their ability to pursue a historical enquiry by examining questions, developing lines of enquiry and investigating them using evidence.	**Enquiry Question**: What happened to the Maya? In this unit, the children will begin by mapping the location and duration of the Maya civilisation. Drawing on their knowledge of previously studied periods of history, they will make links with other civilisations and periods that were occurring concurrently. They will also consider how the geography of Central America may have influenced the development of Maya civilisation. The children will then build a picture of what life was like for the Maya by examining archaeological evidence from their cities, reflecting on the source of each piece of evidence and considering its usefulness. They will learn about the beliefs and achievements of the Maya and explore the various factors that contributed to the decline of their civilisation over time. as they consider their enquiry question.	**Enquiry Question**: Which time period brought the most significant changes to medicine since 1066? In this unit, the children will carry out a study of the history of medicine, exploring 'medicine' as an all-encompassing subject that includes medicine, surgery and public health. They will map key developments and life-changing discoveries, as well as explore the lives of significant individuals and the events that influenced the pace of progress. The children will initially draw on their knowledge of previously studied civilisations and historical periods, including Ancient Egypt, Ancient Greece and the Romans, providing an important contextual starting point, helping the children to understand the origins of medical knowledge and recognise how earlier ideas and practices influenced developments in later periods. The children will then focus on developments since 1066, including the Medieval period, the Victorian era and the 20th century. Throughout the unit, they will make comparisons and contrasts across different periods, identifying patterns of continuity and change and considering the significance and impact of key developments. They will examine evidence from a range of sources, including archaeological artefacts, newspaper reports, personal accounts, medical journals, diagrams and photographs, analysing the purpose, reliability and usefulness of each source in order to respond to the enquiry question.
Skills	Chronology, similarities and differences – between 3 time periods, suggesting why there may be similarities, cause and consequence – create a line of enquiry and investigate. Interpretation, continuity and change.	Chronology, similarities and differences between multiple periods studied, cause and consequence, independently select relevant sections of information to address questions. Interpretation, continuity and change.	Chronology, similarities and differences between multiple periods studied, cause and consequence, change and continuity – map changes over time, consider influences of wider aspects; investigate own line of enquiry by posing historically valid Qs.
Threads	