



BEACON PRIMARY
ACADEMY

History	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Reception	<p><u>Peek into the past</u></p> <p>Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.</p>			<p><u>Adventures through time</u></p> <p>Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.</p>		
Vocabulary	<p>Adult Baby Child Grown A long time ago History Past/present Photograph Similar/different Teenager Toddler</p>			<p>Achievement Horse-drawn cart Medal Old/new Past/present King/queen Royalty Trophy Steam train Rule</p>		
Y1	<p><u>Changes within living memory</u></p> <p>How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>		<p><u>Changes within living memory</u></p> <p>How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have</p>	<p><u>Significant Individuals</u></p> <p>How have explorers changed the world? (6 lessons)</p> <p>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world</p>		



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	<p><i>Chronology – basic timeline – working back from current day.</i></p> <p>Revisit – Changes in self.</p>	<p>changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p> <p><i>Chronology – basic timeline – working back from current day.</i></p> <p>Revisit – Own History</p>	<p>were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p> <p>Revisit – Changes in toys.</p>
	<p>Past/present/future Living memory Lifetime Timeline Childhood</p>	<p>Artefact Century Decade Evidence Living memory Past/present/future Different/similar</p>	<p>Different event explorer past present similar timeline</p>
<p>Y2</p>	<p><u>Significant historical events, people and places in their own locality</u></p> <p>How was school different in the past?</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p> <p><i>Chronology – basic timeline – working back from current day.</i></p> <p>Revisit key facts from Explorers unit.</p>	<p><u>Events beyond living memory that are significant nationally or globally</u></p> <p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals</p>	<p><u>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</u></p> <p>What is a monarch?</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p> <p>Revisit key facts from history of flight unit.</p>



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		who contributed to the history of flight.	
		<i>Chronology – basic timeline – working back from current day.</i>	
	Beyond living memory Living memory Period Past/present Timeline Similar/different	beyond living memory inventor lifetime	King Monarch Queen Ruler Power
Y3	<p><u>British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?</u></p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain’s past. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence and when reconstructing the life of the Amesbury Archer</p> <p>Revisit key facts from the Monarch</p>	<p><u>British history 2: Why did the Romans invade and settle in Britain?</u></p> <p>Developing their chronological awareness of AD and BC, children explore the reasons behind the Roman invasion of Britain and the Celtic response. They discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.</p> <p>Revisit key facts from Stone Age</p>	<p><u>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</u></p> <p>What was important to ancient Egyptians?</p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians’ lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p> <p>Revisit key facts from The Romans</p>

Vocabulary	Ad (Anno Domini) BC (before Christ) Barter Export/import Prehistory Historian Primary/secondary source Reconstruction Settlement Trade	Archaeology Chronology Conquer Emperor Empire Government Invasion Legacy Primary/secondary source Settlement	Achievement Afterlife Beliefs Chronological Civilisation Continuity Creation Source Trade
Y4	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</u></p> <p>How have children's lives changed?</p> <p>Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws</p> <p>Revisit key facts from Ancient Egyptians.</p>	<p><u>British history 3: How hard was it to invade and settle in Britain?</u></p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p> <p>Revisit key facts from the Children's Lives.</p>	<p><u>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.</u></p> <p>How did the achievements of the Ancient Maya impact their society and beyond?</p> <p>Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p> <p>Revisit key facts from the Anglo-Saxon invasion and Viking raids</p>
Vocabulary	Apprentice Class Law Master Poverty servant Working conditions	Cause Consequence Continuity Evidence Invasion Primary/secondary source Settlement	Afterlife Ancient Civilisation Creation story Currency Gods/goddesses Ritual
Y5	<p><u>British history 4: Were the Vikings raiders, traders or something else?</u></p> <p>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p><u>British history 5: What was life like in Tudor England?</u></p> <p>Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy. They consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public</p>	<p><u>A local history study</u></p> <p><u>What can the census tell us about local areas?</u></p> <p>Investigating the census records of different areas, children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the</p>



	<p>Revisit key facts from Ancient Maya</p>	<p>perceptions of the monarchy. Using Tudor inventories, children then explore the wealth and position of ordinary Tudor people.</p> <p>Revisit key facts from the Vikings</p>	<p>usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.</p> <p><u>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</u></p> <p><u>What is the legacy of the ancient Greek civilisation?</u></p> <p>Investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p> <p>Revisit key facts from Tudors.</p>
Vocabulary	Exchange Trade route	Bias Democracy Enslaved Heir Merchant Parliament Perspective Propaganda Sovereign State Tyrant	Decade Historical enquiry Occupation Politics Reliable Suffrage
Y6	<p><u>British history 6: What was the impact of World War 2 on the people of Britain?</u></p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War 2 affected society in Britain. They explore the causes of war in 1939 and examine the experiences of families during the Blitz. Using photographs, propaganda posters and oral histories, children investigate how the war affected soldiers, civilians and migrants.</p> <p>Revisit key facts from Greek civilisation</p>	<p><u>Ancient Greece – a study of Greek life and achievements and their influence on the Western world.</u></p> <p><u>What is the legacy of the ancient Greek civilisation?</u></p> <p>Investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>	<p>Crime and Punishment</p> <p>This unit will focus on crime and punishment after 1066. It provides pupils with a broad chronological sweep of nearly 1000 years, therefore supporting their understanding of chronological awareness and enabling them to grasp the long arc of time.</p> <p>It will Compare and contrast the different approaches to crime and punishment over time, ranging from Roman Britain to the 21st Century. Identify, evaluate and explain the similarities, differences and trends in the causes of crime and punishments used. Have causes of crime changed over time? Why? Have our approaches to punishment changed over time? Why? Analyse and compare primary and secondary sources, evaluating their reliability using the evidence provided in a critical way to form own opinions on historical events</p>



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		Revisit key facts from World War 2	Revisit key facts from The Census.
Vocabulary	Advancement Alliance Cause Conflict Cultural exchange	Citizen Democracy Legacy	Justice Authority Deterrence Retribution Rehabilitation Restitution Hue and Cry Trial by Ordeal Sanctuary Heresy Treason Transportation Reform Industrialisation Workhouse Forensics Cybercrime Terrorism Community Service Probation Human Rights