GOLDEN THREADS 1. Progress 2. Wealth & Power 3.Monarchy 4. Invasion & Conflict 5. Society & Civilisation 6. Empire 7, Legacy

Planning Year	A		B
EYFS	• 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	EYFS	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Yrs 1/2 NC Changes within Living memory Local history	**TOYS AND GAMES** How have toys changed over time? 1. Set the scene/chronology; where does this fit on our timeline? 2. What is your favourite toy? Why? 3. What are the similarities between the toys we like? 4. What is similar and different about your toys and your parent's /Grandparent's toys? 5. Why have toys changed over the decades? Bob Pelham and Pelham Puppets (Marlborough)	Yrs 1/2 NC Significant places in our locality Changes within and beyond living memory	**OUR SCHOOL** How has our school changed since it was built? 1. Set the scene/chronology; where does this fit on our timeline? 2. When did children first go to school in Broad Hinton? 3. What happened when the school burned down in 1847? 4. What was a school day like for a Victorian child at Broad Hinton School? 5. Who came to the school at the start of the Second World war? 6. How do we know about our school in the past? Thomas Bennet Quidhampton Manor
	VOCABULARY past present long ago year century yesterday today similar different old new wood metal cloth change manufacture design online		**VOCABULARY** past present century copybooks rote learning arithmetic punishment abacus blackboard strict cane chalk and slate similar different old
	Concept/skills Chronology Progress Continuity & Change Society Using sources as evidence An awareness of the past Enrichment Wiltshire History Centre – Pelham Puppets Blaise Museum, Bristol Freshwater Theatre – The Magical Toy Museum		Concepts/Skills Chronology Society Continuity & Change Progress Using sources for evidence Legacy Enrichment Our School VictorianSchool.co.uk Sevington School Freshwater Theatre workshop – in person/online
EYFS	• 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.	EYFS	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Talk about the lives of the people around them and their roles in society
NC Significant individuals nationally/ globally	**DINOSAURS & MARY ANNING** Who was Mary Anning? How did she contribute to our knowledge of dinosaurs? 1. Set the scene/chronology; where does this fit on our timeline? 2. Where is the Jurassic Coast and when did Mary live there? 3. What did Mary learn from her father? 4. Was Mary's fossil-hunting hobby dangerous? 5. What creatures were the fossils formed from? 6. How do we know about her work? Mary Anning	NC Significant individuals nationally/globally Comparing aspects of life in different periods	**MONARCHY** How did the life of Elizabeth I compare to the life of Queen Victoria? 1. Set the scene/chronology; where does this fit on our timeline? 2. Would you like to be a monarch? Why? 3. What can historians find out from paintings of Elizabeth I? 4. Why are photos and portrait of Queen Victoria helpful for historians? 5. What was similar and what was different about the two queens? 6. How do we know about these monarchs? Queen Elizabeth I Queen Victoria *Hamilton

<table>
<tr><td></td><td colspan="2">VOCABULARY fossil Jurassic coast cliffs rock hammer palaeontologist/y prehistoric plesiosaur skeleton specimen</td><td></td><td colspan="2">VOCABULARY monarch power throne succession Parliament portrait reign royal rule</td></tr>
<tr><td></td><td>Concepts/Skills:
Chronology Progress
Significance Legacy</td><td>Enrichment
National History Museum</td><td></td><td>Concept/Skills:
Chronology Progress
Significance Monarchy
Similarities differences Wealth & power
Changes over time Legacy
Interpreting sources as evidence</td><td>Enrichment
Berkeley Castle: An Audience with Queen Elizabeth I
Red Lodge Museum Bristol</td></tr>
<tr><td>EYFS</td><td colspan="2">• 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</td><td>EYFS</td><td colspan="2">• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
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<tr><td>NC

Changes beyond living memory that are significant nationally</td><td colspan="2">GREAT FIRE OF LONDON
Was the Great Fire of London a complete disaster?
1. Set the scene/chronology; where does this fit on our timeline?
2. How can we work out how the fire started?
3. What happened during the fire and how do we know?
4. Why did the fire burn down so many houses?
5. Could more have been done to slow the spread of the fire?
6. How did London change when it was rebuilt?
7. How do we know about these events from the past?

King Charles II Thomas Farriner Samuel Pepys Sir Christopher Wren</td><td>NC

Changes beyond living memory that are significant nationally</td><td colspan="2">CASTLES
How were castles used to rule the country?
1. Set the scene/chronology; where does this fit on our timeline?
2. What happened at the Battle of Hastings?
3. Why and where did William build castles?
4. What made castles so strong?
5. How do we know what it was like to live in a Medieval castle when so many are in ruins?
6. How did castles change over time?
7. How are castles used today?

William the Conqueror King Harold</td></tr>
<tr><td></td><td colspan="2">VOCABULARY Pudding Lane London leather bucket River Thames fire hook St Paul's Cathedral</td><td></td><td colspan="2">VOCABULARY battle defeat conquer monarch castle motte bailey moat turrets drawbridge portcullis keep attack defend battlements Saxon</td></tr>
<tr><td></td><td>Concepts/skills
Chronology
Significance Society
Using sources for evidence Legacy
Cause and effect Progress</td><td>Enrichment
The Tower of London
'The Great Fire of London' with The Drama Hut – online workshop
Freshwater Theatre workshop – in person/online</td><td></td><td>Concepts/skills
Chronology monarchy
Significance Invasion
Continuity & change legacy
Progress
Wealth and Power</td><td>Enrichment
Ludgershall Castle
Hungerford Farleigh Castle
Tower of London</td></tr>
</table>

GOLDEN THREADS 1. Progress 2. Wealth & Power 3. Monarchy 4. Invasion & Conflict 5. Society & Civilisation 6. Empire 7. Legacy

Planning Year	A		B
Yrs 3/4 NC Roman Empire and its impact on Britain	**ROMANS** Long Unit **The Roman Empire didn't have an impact on Britain – did it?** 1. Set the scene/chronology; where does this fit on our timeline? 2. What is an 'empire'? 3. Who were the Romans and when did they exist? 4. When did Britain become part of the Roman Empire? 5. How did the Romans overcome resistance to their invasion in AD43? 6. How did the Roman rule affect society in Britain? 7. What evidence is there of the Roman Empire's impact on Britain? Julius Caesar Augustus Hadrian Claudius Boudicca **VOCABULARY** republic emperor empire invasion settlement Britannia slaves Hadrian conquest villa toga forum aqueduct legion/ary Celts Concept/skills Constructing the past Empire Interpretation Legacy Cause and consequence Wealth and Power Contrasting Celts/Romans Invasion and Conflict Enrichment: Chedworth Roman Villa Littlecote mosaic Roman baths – Bath British Museum Virtual visit Humph's History	Yrs 3/4 NC Changes in Britain from the Stone Age to the Iron Age	**STONE AGE TO IRON AGE** Long Unit **Nothing really changed from the Stone Age to the Iron Age – did it?** 1. Set the scene/chronology; where does this fit on our timeline? 2. What is an 'age' and when did the earliest humans live? 3. What were the ages of Prehistoric Britain and when were they? 4. How did society change from the Stone Age to the Iron Age? 5. How did settlements and beliefs change from the Stone Age to the Iron Age? 6. What evidence do we have of changes from the Stone Age to the Iron Age Amesbury Archer (Beaker People) Skara Brae Cheddar Man **VOCABULARY** ancient archaeologist era extinct forage settler settlement monument migration hunter gatherer nomadic tribe Palaeolithic Mesolithic Neolithic Concepts/Skills Constructing the past Progress Making connections over time Legacy Constructing the past with Society Sources around us Enrichment Avebury Stones Stonehenge West Kennet Long Barrow Barbury Castle Hillfort Devizes Museum
NC Britain settlement by Anglo Saxons and Scots The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor	**ANGLO SAXONS & VIKINGS** Short Unit ***Why did the Anglo Saxons and Vikings struggle to conquer Britain?*** 1. Set the scene/chronology; where does this fit on our timeline? 2. When and why did the Scots, Anglo Saxons and Scots invade England? 3. What does 'struggle mean?' 4. When did the struggle between the Anglo-Saxon and Vikings happen? 5. What were the major political and economic struggles? 6. What were the major military and religious struggles? 7. What evidence do we have about the Anglo-Saxon and Viking struggle for the Kingdom of England? Alfred Offer Athelstan Ethelbert Eric Bloodaxe Guthrum Edward the Confessor Bede Basil Brown (Sutton Hoo) **VOCABULARY** Celts Angles Jutes Scots Saxons Vikings raider kingdoms longships longboats pillaged Danelaw treaty Danegeld berserkers chieftains Witan hierarchy serfs Concept/Skills Enrichment	NC The achievements of the earliest civilisations In-depth study	**ANCIENT EGYPTIANS** Short Unit ***Who were the Ancient Egyptians?*** 1. Set the scene/chronology; where does this fit on our timeline? 2. What did Tutankhamun's tomb and other ancient artefacts tell us about the Egyptian civilisation? 3. What was Egyptian society like? 4. Was religion significant in Ancient Egypt? 5. What did the Ancient Egyptians achieve? 6. How does Ancient Egypt compare to prehistoric Britain? Tutankhamun Howard Carter Lord Carnarvon Ra Osiris Isis Anubis Seth Horus Amun-Ra **VOCABULARY** Civilisation Pharaoh Pyramid Egypt Egyptians mummy mummification Sphinx hieroglyphics irrigation shaduf tomb Nile farmers artefacts preservation concurrent BCE/CE BC/AD Concept/Skills Enrichment

	Chronology Interpretating evidence Conflict & Invasion Constructing the past Monarchy Cause and consequence Legacy Similarity and Difference Empire	The Anglo-Saxons and Vikings Workshop Humph's Histories		Similarity and difference Wealth & Poverty Chronology Monarchy Interpretating evidence Progress Constructing the past Society & Civilisation Legacy	Ashmoleon Museum British Museum – virtual visit

Golden Threads 1. Progress 2. Wealth & Power 3. Monarchy 4. Invasion & Conflict 5. Civilisation 6. Empire 7. Legacy

5/6

NC
A non-European society that contrasts with British history
Connections and

BENIN short unit

1. Set the scene/chronology; where does this fit on our timeline- where and when did the Benin civilisation exist?
2. Why do we study Benin in KS2 History?
3. What can we tell about Benin society at this time from the images and artefacts that have survived?
4. What changes took place when European settlers began trading?
5. Why did the Victorians get involved in Benin and what were the effects on the Benin people?
6. Should the Benin Bronzes be returned?

Ovonramwen Obo of Benin James Phillips

VOCABULARY **kingdom** Nigeria Ogisos Edo guilds plaque treaty embargo custom duties ambush massacre looting repatriation spices palm oil

Skills and Concepts — Invasion & Conflict
Connections and contrast — Progress
Significance — Legacy
Change over time — Monarchy
Interpreting evidence — Civilisation
Contrasting views — Empire

Enrichment
Horniman Museum virtual workshop
British Museum
Kingdom of Benin – One Day Creative

NC
A study of an aspect or theme in British History that extends pupil's chronological Knowledge beyond 1066 (Significant turning point in British History)

WORLD WAR II short unit

What were the Blitz and the Battle of Britain during WWII?

1. Set the scene/chronology; where does this fit on our timeline?
2. Whose War?
3. Why was it necessary for children to be evacuated and what was their experience? (link to Broad Hinton School)
4. How did people on the Home Front work against the German bombing raids and help Britain stand firm against the threat of invasion?
5. How did the government attempt to reassure people during the Battle of Britain?
6. Why did Germany lose the Battle of Britain?
7. How did the Battle of Britain impact the remainder of the war for Britain?

Winston Churchill Air Chief Marshal Sir Hugh Dowding Hermann Goring Sydney Camm Douglas Bader

NC
A study of an aspect or theme in British History that extends pupil's chronological knowledge beyond 1066

THE BRITISH EMPIRE short unit

What are different perspectives on the 'glory' of the British Empire?

1. Set the scene/chronology; where does this fit on our timeline?
2. Why was the creation of the East India Charter in 1600 a significant turning point for Britain?
3. Which other countries were competing with Britain for more territories to colonise? (Link to Benin and the 'Scramble for Africa)
4. What are the connections between the expansion of the British Empire and the trans-Atlantic slave trade?
5. How did trade routes established during the empire affect modern British culture?
6. How does the British Empire compare to other empires you have studied?

Queen Elizabeth I Queen Victoria East India Company Edward Colston

<table>
<tr><td></td><td colspan="2"><u>VOCABULARY</u>
Allies, Axis air raid Luftwaffe RAF warden barrage balloons doodlebug Home Front , Black Out, Evacuee, Rations, Propaganda Prime Minister, Blitzkreig Dog fight Nazi (fascist) Hurricane Spitfire Messerschmitt Stuka Dive Bomber</td><td></td><td colspan="2"><u>VOCABULARY</u>
colony colonise expedition navigation territory perspective reign merchant trade subjects exploration expansion indigenous</td></tr>
<tr><td></td><td><u>Skills and Concepts</u>
Know and understand significant aspects of the history of the wider world Society
Cause and Consequence Invasion& Conflict
Connections and contrast Progress
Significance Empire
Legacy</td><td><u>Enrichment</u>
battleofbritainbunker.co.uk
Army Flying Museum – Hampshire
Freshwater Theatre - Second World War</td><td></td><td><u>Skills and Concepts</u>
Chronology Empire
Significance/interpretation Monarchy
Change over time Legacy
Interpreting evidence Wealth and Power
Contrasting views Invasion and Conflict
Society & Civilisation</td><td><u>Enrichment</u>
Kings College London exhibitions and collections
Georgian House Museum, Bristol</td></tr>
<tr><td>NC
Ancient Greece – A Study of Greek life and achievements and their influence on the Western world</td><td colspan="2">ANCIENT GREECE Long unit
Who were the Ancient Greeks?
1. Set the scene/chronology; where does this fit on our timeline?
2. Why were Athens and Sparta so different?
3. What was Alexander the Great’s impact on Ancient Greece?
4. Why did a small Greek army win the Battle of Marathon?
5. What were the Ancient Greek gods known for?
6. What happened at the Ancient Greek Olympic Games?
7. How significant is the legacy of Ancient Greece for life in the western world today?
Alexander The Great Zeus Hades Poseidon Hera Apollo Aphrodite
Athens Sparta Mount Olympus</td><td>NC
A local history study</td><td colspan="2">HISTORY OF THE LOCAL AREA short unit
How did the coming of the railways change Wiltshire?
1. Set the scene/chronology; where does this fit on our timeline?
2. How did people transport things before the railway?
3. How quickly did the railways expand?
4. What did the coming of the railway mean for Swindon?
5. What was Brunel’s greatest challenge between London and Bristol? (Box Tunnel)
6. How did Victorian society react to the new railways?
Brunel Swindon Railway Village Ebenezer Ford (Swindon Railway Village)</td></tr>
<tr><td></td><td colspan="2"><u>VOCABULARY</u> democracy Persia politics acropolis city-states discus wrestling Olympic myth, legend, tyranny, citizen</td><td></td><td colspan="2"><u>VOCABULARY</u> locomotive cargo trade route navvies industry industrial revolution steam power impact consequence gauge</td></tr>
<tr><td></td><td><u>Concepts/skills</u>
Chronology Society &
Significance Civilisation
Interpreting Empire
Evidence Invasion and conflict
Change over time Legacy</td><td>Enrichment
British Museum ‘Explore an Athenian Picture’
www.primaryancientgreeks.com</td><td></td><td><u>Concepts/Skills</u>
Chronology Society
Change over time Progress
Interpretating evidence Legacy
Significance</td><td>Enrichment
STEAM Swindon
Platform train trips
SS Great Britain – Being Brunel
Wiltshire and Swindon History Centre – Swindon Railway Village Resource Pack</td></tr>
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