

The Gateway Primary Academy

History Units across the School



Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Swans (EYFS) Understanding the World: The World	Where my family is from My family Old and young My grandparents My home My school	Road, water, rail and air travel How have ways to travel changed over time?	Castles, cottages, towers.	Talking about their own lives and lives of their family members. How have they changed over time?	Life on a farm Animal young Life cycle of a chicken.	Butterfly lifecycle, Variety of plants Plants and growth
Hérons (Year 1)	Ourselves and our pets	Autumn/Winter (Science)	Terrific Toys	Our Local Area		Summer at the Seaside
Key Questions	Who was Florence Nightingale? How did she change nursing and how we look after ourselves?	Who was Guy Fawkes? What was the Gunpowder plot?	What were toys like in the past? How have toys changed over time? (toys timeline) What can I learn from artefacts and my trip to the V and A? Who was Theodore Roosevelt? How did the Teddy bear get his name?	How has my local area changed over time? (Home learning task, interview with a grandparent/family member)		What were seaside holidays like in the past? What did they used to do at the seaside? How have seaside holidays changed over time? How do artefacts help me learn about the past?

Key Vocabulary:

Vocabulary relating to the passing of time e.g. after, soon, next, many years later, approximately, before, chronology, current, during, differences, era,

Gunpowder Plot Vocabulary: Plot, Houses of parliament, government, laws, gunpowder, capital city, executed, bonfire, explosives, dummy, bodyguard, monarch, bonfire night, conspirators, confession, monarch, revolt,

Famous figures: King James I, Guy Fawkes

Toy Vocabulary: handmade, new, now, often, past, old, plastic, present, similarities, then, usually, Victorian, wood, mechanical, batteries, metal, paper, rocking horses, expensive, puppets

Seaside Vocabulary: bucket and spade, deck chair, punch and Judy, light house, beach hut, train, rock

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Kingfishers Year 2			London through Time		An African Adventure	
Key Questions		Why do we wear poppies? Why do we remember the 11 th November? Why is this event nationally significant?	What does Samuel Pepys' diary tell me about the past? Why do we remember The Great Fire of London? What was London like in 1666? What do I want to find out? Where did The Great Fire of London start? Why did the fire spread so quickly? What happened in the fire?	Who was Queen Victoria? What is special about Hall Place? What were homes like in the past? How was life in the past different to today? How have homes changed over time? (timeline) What do artefacts tell me about the past?	How have explorers developed their knowledge of the world around us? What is it like to be a famous explorer? What was the life like of a famous explorer?	

Key Vocabulary:

Develop use of a wide range of everyday historical terms e.g. before, after, a long time ago

The Great Fire of London: Alderman, candle snuffer, carters, cresset lamp, embers, fire court, fire hook, fire post, fire squirt, gunpowder, hearth tax, jettied houses, looters, privy council, eye witness, fire-fighting, rebuilding,

Famous Figures: Samuel Pepys, King Charles II, James, Duke of York, John Evelyn

Victorian Homes: mangle, wash board, washing dolly, candle, fire place, carpet beater, wash maid, wooden, oil lamp, carbolic soap, apron, rich, poor

During Year 1 and 2 our pupils develop an awareness of the past through our topics. We teach them common words and phrases relating to the passing of time. We teach them where people and events we study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Over Key Stage One we use a wide vocabulary of everyday historical terms.

All of our units give children the opportunity to ask and answer historical questions. We use stories and non-fiction books to enable children to learn about the past. We use a range of other sources, such as: visitors (Fresh Water Theatre Company), trips (Hall Place), and artefacts to learn about the past. We discuss ways in which we find out about the past and identify different ways in which it is represented.

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Swallows Year 3		Romans Rock!		Location, location! Dartford, Kent and beyond	Our European Neighbours	
Key Questions		Where do the Romans fit in, in history? What were the key differences between the Celtic and Roman periods? What key events happened in Roman times? (timeline work) What was life like living in the Roman times e.g. roads, army, house? Why did the Romans invade Britain? How did the Britons react? What is the Roman legacy? How has it impacted on our locality today? (Lullingstone Villa trip) What do artefacts tell us about the past? How did the Romans change the world?		What was Horton Kirby like in the past? How have Horton Kirby changed over time?	How has France changed over time?	

Pupils are taught to use dates and vocabulary relating to the passage of time, including: ancient, decade, modern, century, AD and BC

Vocabulary linked to the Romans: celts, chiefs, Gaul, emperor, empire, BC (before Christ), AD (Anno Domini), settlement, invasion, conquer, rebel (verb), rebel (noun), aqueduct, Basilica, baths, colosseum, Hadrian's wall, gladiator, roads, toga,

Famous figures: Julius Caesar, Caesar Augustus, Claudius, Constantine

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Woodpeckers Year 4	A Viking Raid at The Gateway!	Electricity What's that sound?	Troublesome Tudors including a local area study		Lakes and mountains	Living Islands
Key Questions	How did the Viking invasion change England? Can you order the main events in Viking England? (timeline work - use historical vocabulary) Which events are significant and why? Why did the Vikings invade Britain? What impact did the Vikings have on England, what evidence is there today?	How was electricity discovered? What was the story of Benjamin Franklin's life? How has our understanding of sound changed over time?	Where does the Tudor period fit in, in history? What significant changes happened during the Tudors? (timeline work) What was life like in the Tudors? Why do we remember Henry VIII today?		How has tourism changed the Lake District? What impact has it had on the Lake District over time? As a result of its' impact on the Lake District should tourism be reduced?	How has life on the Channel island changed over time? What are the significant events on the Channel islands and their history?
Vocabulary related to the Vikings: Settlement, conquer, kingdom, Scandinavia, ritual, monastery, missionaries, fertile, treaty, massacre, archaeologist, excavation, Viking Gods - Odin, Frigg, Thor, Tyr, Lok. Key Events/people in the Vikings: The Romans leave Britain, the Dark Ages, Britain spilt into Kingdoms, Viking Raids on Britain, attack on Lindisfarne, Alfred the Great, Guthrum - new leader of Vikings, battles, Edward the Confessor, 1066 - the battle of Hastings Vocabulary linked to the Tudors: exploration, gallows, The Globe, Hampton Court, lute, monarch, peasants, Protestant, punishment, recorder, Tudor Rose, Tudor House, jobs, music. Famous figures: Henry VIII, Elizabeth I, William Shakespeare						
Throughout all History teaching, pupils are taught to create historically valid questions about similarities and differences between time periods. Pupils learn History from a range of sources in LKS2 following on from their experience in year 3, they use fieldwork to learn about the Vikings (Trip to Kent Life), drama and role play, a range of artefacts and non-fiction books to support their learning in History. They are taught to recognise that the same time in History can be represented in different ways and begin to discuss the validity of different sources. They are taught to examine artefacts and begin to explain what they tell us about that time in History						
Kestrels (Year 5)	What a wonderful world!	Out of this World!	Ancient Greek Story Tellers!	Amazing Amazon!	Victorians with a Twist - Local area study	Let's Get Moving

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Key Questions	How have natural disasters changed locations around the world over time e.g. Volcanoes? Learn about famous expeditions and present information about a famous navigator.	How has our understanding of space changed over time?	How has the role of chemists changed over time? How have they made key discoveries? Where do the Ancient Greeks fit into history? (timeline work) What events were significant in Ancient Greece? Who was significant - why do we still remember them today? What was daily life like in Ancient Greece (democracy, food, rich/poor, sports)? What legacy have the Ancient Greeks left?	How has the rainforest changed over time? How has this impacted on the animals/plant life?	When was the Victorian period? How was significant during this time? What were the key events? (create a timeline) What effects did the events in Victorian times have on people and places in Dartford?	How did Isaac Newton make his discovery? Why was this significant in history? How did it change people's understanding? How has the use of machines/levers/gears changed over time?
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Pupils use and understand topic specific vocabulary and terms

Ancient Greek vocabulary: truce, conflict, polytheism, representative, citizen, assembly, myth, council, column, empire, civilisation, parliament, democracy, acropolis, amphitheatre, chiton, Olympics, Parthenon, philosophy, Trojan horse and peasantry, **Greek Gods** - Aphrodite, Hera, Zeus, Poseidon, Apollo, Athena, Hermes, Hades,

Famous figures in Ancient Greece: Archimedes, Alexander the Great, Hippocrates, Pericles

Victorian topic vocabulary: cholera, Great Exhibition, hanging, mill, chimney sweep, reform, civilisation, workhouse, peasant, slum, reign, canal, monarchy, industrial revolution, cotton spinning, the Pennines, coal mines, British Empire (countries contained in Empire), coal, coronation, cotton,

Famous figures in the Victorian times: Queen Victoria, Prince Albert, Lord Shaftesbury, Charles Darwin, Florence Nightingale, Charles Dickens, Dr Barnardo

Eagles (Year 6)		A Dartford War Hero Local Area Study	Ancient Egyptians (Tomb Raiders)	Treasure Island
Key Questions		What events led up to World War II? What happened during the war? How did the war change England? Who do we remember from World War II and why? How did World War II change Dartford? How did people hide messages in posters and short films?	When did the key events in Ancient Egypt take place? Can you order the key events in Ancient Egypt and create a timeline? Describe the changes between the Egyptians and modern day society. Identify significant people and the impact they had in Ancient Egypt.	How have coastal locations changed over time? How have the physical features of a coastal location changed?

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What do artefacts tell us about their owner and the war?
How is history represented in different ways?
What were the effects of bombing in London and Berlin?

Examine the Ancient Egyptians period; identifying contrasts with and influences on British society at the time.

Pupils are taught can use and understand topic specific vocabulary, concepts and terms.

World War II Vocabulary: Anderson shelters, Morrison Shelters, treaty, tyrant, violated, seize, invasion, abort, conflict, fatality, holocaust, Blitz, evacuate, blackout, Nazis, star of David, gas masks, rationing, propaganda,

Famous figures: Neville Chamberlain, Winston Churchill, Franklin D Roosevelt, Joseph Stalin, Benito Mussolini, Anne Frank, Adolf Hitler,

Ancient Egyptian Vocabulary: empire, civilisation, parliament, peasantry, linen, tomb, monument, chisel, hieroglyphics, official, mummification, pharaoh, merchants, pyramid, burial chamber, descendants, canopic jar, cartouche, irrigation, mummy, sarcophagus, scarab, papyrus,

Ancient Egyptian Gods - Amun, Anubis, Bast, Sekmet, Horus,

Famous Ancient Egyptians: King Tutankhamum, Ramses III, Cleopatra VII,

Throughout all of the topics in UKS2, pupils are taught to create historically valid questions about cause and significance. They are also taught to use a range of artefacts/sources to learn about the past. They are taught to evaluate the information learnt from the artefacts and discuss how reliable the information is. The term 'primary' and 'secondary' sources are reinforced and they begin to suggest reasons why they may read differing historical accounts. They begin to explain their conclusions and thinking when using artefacts. They continue to learn history in a variety of ways, for example: stories, eye witness accounts, non-fiction texts, artefacts and visits (Kent Life - WW2)