



History

Substantive Concepts

1. Leadership (monarchy, kings, queens, emperors, power, laws and legislations, democracy, dictatorship).
2. Society (kingdom, empire, nation, civilisation, migration, settlement, culture and traditions, daily life, gender).
3. Economy (rich, poor, peasantry, poverty, resources, trade).
4. Conflict (military, war, invasion, conquer, alliance).
5. Beliefs (worship, religion, commemoration).

Year group	History content		
EYFS	<p>Understanding the World Past and Present ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; <i>People who help us, 'Superheroes' in our local community links to Superhero story books read in English and links to PINK</i> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <i>Making sense of own life stories, how have they changed since birth – photo comparing and ordering, simple timelines Through books shared in English eg <i>Once There Were Giants, The Growing Story, Titch (Science link growing and changing) and looking at books showing life in the past eg Peepo, Mrs Mopple's Washing line, The Baby's Catalogue</i></i> <p><i>Find out about Real life 'superheroes' from the past eg Florence Nightingale, Rosa Parks, Mary Seacole links to superheroes in English</i></p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling; <i>See above and find out/ remember celebrations in their own lives and traditions from around the world (eg Birthdays, Christenings, Chinese New Year, Christmas, Easter RE, Geog, UW)</i> 		
KS1 Cycle A	<p>What were our grandparents' toys like and how do we know?</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>How toys have changed over the time of our parents, grandparents and great-grandparents.</p> <p>Society Economy</p> <p>Key substantive knowledge:</p>	<p>Who was Mary Seacole and how should we remember her?</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Mary Seacole- non –european country Beliefs Society Conflict Leadership</p> <p>Key substantive knowledge:</p> <p>-To know what impact Mary Seacole had and why.</p>	<p>How did flight change as a result of the Wright brothers' work?</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>The Wright Brothers Economy Society Conflict</p> <p>Key substantive knowledge:</p> <p>-Orville and Wilbur Wright were two brothers, born in America.</p>

	<p>- I understand the chronology of different types of toys - I can identify similarities and differences between toy from the past and the present - I can find out about toys today - I can recognise how toys have changed over time.</p> <p>Possible enquiries: What are our toys like today? How can we tell these toys are old? What were our grandparents' toys like and how do we know? Who played with these toys a long time ago? How can we set up a Toy Museum?</p> <p>Oracy: Oral histories from relatives.</p>	<p>- To know the cause and effects of Mary Seacole's actions and what happened as a result. - Recount parts of historical stories - Tell the difference between past and present - Place events/ artefacts linked to the person on a timeline.</p> <p>Possible enquiries: How do we find out about a famous person? The story of Mary Seacole - What were the most important moments in Mary's life? Chronology How important was Mary's work in the Crimean war and how do we know? How did life change for Mary after the Crimean war? What made Mary so special? Why doesn't everyone agree that Mary deserves her statue at St.Thomas hospital? Awareness of evidence; the history of the past is reconstructed from what has remained</p>	<p>-Their interest in flight began when their father bought them a toy 'helicopter'. -They made and sold bicycles but then began to experiment with creating their own flying machine! -Orville made the first flight in North Carolina in 1903. He flew 120 feet, lasting 12 seconds. As the day went on, both brothers had flights which lasted increasingly longer periods of time. -In November 1904 they took their newly designed aeroplane, the Flyer II, to the air. The flight lasted over five minutes. -To know about some of the changes in travel and transport from the Wright Brothers to the modern day.</p> <p>Possible enquiries: What do these clues tell us about why the Wright brothers were famous? How did the Wright brothers manage to be the first to launch a man powered flight? Why did the Wright brothers success where others had failed? How do we possibly know about their first successful flight, when it happened over 100 years ago? How did flight change as a result of Wright brothers' work? How should we commemorate their great achievement?</p>
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<p>KS1 Cycle B</p>	<p>What do different historical sources tell us about Fairford in the past?</p> <p>Leadership Conflict Society</p> <p>Key substantive knowledge:</p> <ul style="list-style-type: none"> - Fairford has changed overtime - Fairford used to have train station - The RAF was founded on 1 April 1918, towards the end of the First World War by merging the Royal Flying Corps and the Royal Naval Air Service. - RAF Fairford has been used by the U.S. Air Force nearly continuously since it was first built for D-Day operations in 1944. - The RAF still have a strong presence in Fairford and many tourists visits because of the air tattoo (including royalty) - The Carnival ceased after World War 2, the National Health Service was formed so the Hospital no longer had to depend on local donations. The incentive was lost and the Carnival only ran from 1953-56. <p>Possible enquiries How do we know what Fairford town was like in the past? How has transport changed in Fairford?</p>	<p>How have things changed because of the Great Fire of London?</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals. Leadership Economy Society</p> <p>Key substantive knowledge:</p> <ul style="list-style-type: none"> - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. <p>Beliefs</p> <p>Possible enquiries How can we work out why the Great Fire started? What actually happened during the Great Fire and how can we know for sure 350 years later? Why did the great fire burn down so many buildings? Could more have been done to stop the fire? How did people manage to live through the great fire? How shall we rebuild London?</p>	<p>Why did the 'Unsinkable' Titanic sink and what can we learn from this tragic historical event?</p> <p>Events beyond living memory Economy Society</p> <p>Key substantive knowledge:</p> <ul style="list-style-type: none"> - The Titanic was built by Harland and Wolff ship builders for the White Star Line company. - RMS stands for 'Royal Mail Steamer'. As well as passengers, the ship carried nearly 3,500 sacks of letters, packages and documents. - The ship was divided into different 'classes'. - It was widely believed that the ship was 'unsinkable'. - The ship hit an iceberg in the Atlantic Ocean. - There were a total of 2,228 passengers and crew on board. - The 'wreck' of the Titanic was found on 23rd September 1985. <p>Possible enquiries Was the Titanic an 'unsinkable' ship? How is the sinking of the Titanic recorded? Who boarded the Titanic and why?</p>
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	<p>Has the purpose of RAF Fairford changed over time? Why has Fairford Carnival disappeared? What would a carnival look like today? (2 lessons) What would we celebrate? Who would we raise money for? What floats would we have? How could we celebrate our history?</p>		
Year 3	<p>How did Britain change during Prehistory? Society This could include: Birth of agriculture - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p>	<p>What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve? The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egyptians Empire</p>	<p>How has Fairford high street changed over time? Local History Study: Society A study of Fairford and how it has changed over the years – including The High Street and School. Hands on enquiry (Maps/ Information Booklet/ Oral History interviews of Local people / Local History Society</p>

Bronze Age Writing, religion, technology and travel, for example, Stonehenge

Beliefs

Iron Age

hill forts: tribal kingdoms, farming, art and culture and beliefs

Iron age in the UK- Leadership Conflict

Beliefs

Key substantive knowledge:

- **Stone Age** humans hunted large mammals, including woolly mammoths, giant bison and deer.
- They used stone tools to cut, pound, and crush
- Men were in charge of hunting large mammals, seafood, and birds. Women were in charge of gathering grains, seeds, nuts, fruits, roots, eggs, grubs, small animals, and insects.
- **Bronze age**- a prehistoric period that followed the Stone Age when weapons and tools were made of bronze rather than stone
- **Iron age**- a prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron.
- **Stonehenge**- Found in England is a huge man-made circle of standing stones, built 5,000 years ago.
- A legend from the 12th century claimed giants placed the monument on a mountain in Ireland, before a wizard

Beliefs Society Leadership

Key substantive knowledge:

- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.
- Life revolved around the Nile, which supported farming, craft and was used for trade.
- The ancient Egyptians built the pyramids.
- When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.
- The ancient Egyptians wrote in hieroglyphics on papyrus.
- The ancient Egyptians worshipped gods who were responsible for different aspects of life.

Possible enquiry questions:

How can we discover what Ancient Egypt was like over 5,000 years ago?
What sources of evidence have survived and how were they discovered?
What does the evidence tell us about everyday life for men, women and children?
What did the Ancient Egyptians believe about life after death and how do we know?
What did Ancient Egypt have in common with other civilizations from the time?

Link: A Street through Time

Key substantive knowledge:

- Fairford's High Street dates back from the Medieval Times
- There have been a range of uses of the buildings along the High street and these changes of use are evident when looking at the buildings
- The History of schools in Fairford date back from 1800's with various beneficiaries e.g. Farmor, Thame and Barker donating to the development
- Fairford Primary School was relocated to its current site in 1988 – A History of our school documents key and useful facts about its history.
- Fairford School was located where the current Library was – A History of our school documents key and useful facts about its history.

Possible enquiry questions:

How and why their local community has developed in the way it has?
Can you investigate the people and events that took place where they lived?
Have you developed a sense of historical curiosity about Fairford and a sense of place?
How has Fairford been involved in, responded to and affected by regional, national and international events and actions? Extended Questioning – Is this typical or unique to Fairford?
Why is Fairford worth knowing about?
What are the key features of Fairford? Why are they important?

named Merlin magically moved the stone circle to England.

- **Skara Brae** is in Scotland.
- It was built between 3000BCE and 2500BCE.
- It was found In 1850 after a storm blew away the earth on top of it.
- During the Iron Age, technology developed further across many aspects of life.
- People began to make tools and weapons from iron. Again, many of the new ideas came with the migration of people. People who lived at this time are now often called 'Celts'. Celts were farmers and lived as part of a tribe.
- Hillforts developed during the Iron Age. Communities lived on hills for protection from when other tribes attacked.
- Iron Age is considered a period of 'pre history' - there are no written records.

Possible enquiry questions:

Was Stone Age man simply a hunter and gatherer, concerned only with survival?

How different was life in the stone Age when man started to farm?

What can we learn about the life in the Stone Age from a study of Skara Brae?

Why is it so difficult to work out why Stonehenge was built?

How much did life really change during the Iron Age and how can we possibly know?

Can you solve the mystery of the 52 skeletons of maiden castle?

Can you develop your chronological understanding and appreciation of how and why some things change and others remain the same?

Year 4	<p>Who were the Romans and how do we know the impact they had on Britain? The Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest British resistance, for example, Boudica ‘Romanisation’ of Britain: and the impact of technology, culture and beliefs, including early Christianity, Leadership Economy</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Key substantive knowledge:</p> <ul style="list-style-type: none"> - The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. - In AD 122, Emperor Hadrian decided that a 	<p>Why isn’t Britain part of the Roman Empire today? Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Beliefs Christian conversion – Canterbury, Iona and Lindisfarne Leadership</p> <p>Key substantive knowledge:</p> <ul style="list-style-type: none"> - The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms. - Anglo-Saxon influence can be seen in place names in Britain today. - Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. - The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. - At the end of this period, Christianity became the main religion in Britain. - Many places of worship were built, including Canterbury Cathedral. <p>Possible enquiry questions: Why did the Anglo-Saxons invade? Where did the early Anglo-Saxons live and how do we know? Who was buried at Sutton Hoo?</p>	<p>Were the Vikings really brutal invaders? Anglo Saxons and Vikings in Britain This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 Beliefs Leadership Society</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Link- Local Historical study Cricklade/ Fairford In the Domesday book, Fairford was listed as <i>Fareforde</i>. In 1066 there were three mills one of which was used in the wool trade in the 13th century.</p> <p>Key substantive knowledge:</p> <ul style="list-style-type: none"> - The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. - Anglo-Saxon kings made continuous attempts to

	<p>northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.</p> <p>- The Romans' legacy can be seen in many places around Britain today.</p> <p>Possible enquiry questions: Why did Claudius invade Britain? Should the Celts take on the Romans? What image do we have of Boudica today? How were the romans able to keep control over such a vast empire? Why did the Romans spend so much time building roads? How can we solve the mystery of why this great 400 year empire suddenly came to an end? Can you make the links? What have the Romans ever done for us?</p>	<p>How did the Anglo-Saxons change Britain's faith? What image do we have of the Vikings? What are the reasons behind the Vikings bad reputation? How did close did the Vikings come to taking over Britain?</p>	<p>regain land from the Vikings.</p> <p>- Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.</p> <p>- In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.</p> <p>Possible enquiry questions: How have recent excavations changed our view of the Vikings? Raiders or settlers- how should we remember the Vikings? How great was Alfred the Great? How effective was Anglo-Saxon justice? Were Saxon times really 'Dark' ages? Who was Edwards the Confessor?</p>
Year 5	<p>The Ancient Greeks - How can a civilisation who flourished 2500 years ago still influence our lives today?</p> <p>a study of Greek life and achievements and their influence on the western world</p> <p>Beliefs</p> <p>Key substantive knowledge:</p> <ul style="list-style-type: none"> • Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. • Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand 	<p>Local History Study- What is Fairford's Tudor link?</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>Key substantive knowledge:</p> <ul style="list-style-type: none"> • Settlement development (Geography link) • Historical time periods and national/local relevance. • Railway development and closure of Cirencester train station • New housing developments • Town developments through 1700s feudal system 	<p>Victorians - Should we remember Victorian times as a Golden Age of change for the better, or a Dark Age of the poor?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-Significant turning point in British history industrial revelation Beliefs</p> <p>Key substantive knowledge:</p> <ul style="list-style-type: none"> • understand how our knowledge of the past is constructed from a range of sources (sequence and order historical events on a timeline)

	<p>and after he died, the Romans slowly took over parts of it.</p> <ul style="list-style-type: none"> • Many objects produced in Ancient Greece were made by enslaved people. • The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. • Ancient Athens is where democracy began. • The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. • The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. • There are lots of myths that originate from this time, including the Trojan War. <p>Possible enquiry questions: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? What can we work out about everyday life in ancient Athens? Include religious beliefs What was life like for women in Ancient Greece? Why was Athens able to be so strong in the 5th and 6th century BC? Would you have preferred to live in Athens or Sparta? What can we tell about the Ancient Greeks from a study of their Olympics? The Theatre? What did the Greeks do for us?</p>	<ul style="list-style-type: none"> • Abbey dissolution of the monasteries – modern art to celebrate and reflect on this (Located Cirencester park). • Parish of Saint John • Anderson shelter (2nd world War – Year 6 link) • Amphitheatre (Romans in Britain – Year 4 link) • Industrial and trade (wool trade and how this has changed over time) • Transportation links and developments <p>Possible enquiry questions: What is the significance of (x) What were the main changes during this time What were the main changes that took place over time Who were the main people responsible How did changes in (x) affect (x) What were the developments in transport... what affect did they have on the town? How do we know how life has changed for the people of Cirencester over time?</p>	<ul style="list-style-type: none"> • understand the importance of Queen Victoria to the history of Britain • understand the impact of the Industrial Revolution • understand how the Victorians responded to the new railways. • link crime and punishment in the Victorian period to wider issues in society today. <p>Possible enquiry questions: What were the main changes that took place during this time and who were the most important people responsible? What were the effects of changes in industry, especially factories? How did town life compare to life in the countryside at this time? What were the main changes in transport and what effects did they have on the lives of rich and poor? How was going to school different for rich and poor? Were the Victorian times a Dark Age or a Golden Age?</p>
Year 6	What impact did WW2 have on Britain? Society Leadership Conflict	How did WW2 impact Fairford? Society Economy	Who were the Maya and what have we learnt from them?

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:

Battle of Britain

Key substantive knowledge:

- WWII was a battle between two groups of countries – the 'Allies' and the 'Axis'. It was fought on the ground and from the air (WWI was fought mainly on the ground)
- Battle of Britain is the name commonly given to the effort by the Luftwaffe to gain air superiority over the Royal Air Force (RAF); the Luftwaffe tried to destroy the RAF On 10th July 1940, the Luftwaffe made their first bomber attack on British ships in the Channel In August 1940 the German air force began its mass bomber attacks on British airfields, harbours, aircraft factories and radar stations 1547 allied aircraft were lost during the Battle of Britain Between September 1940 and May 1941, London was bombed every day and night (bar one) for 11 weeks.
- One third of London was destroyed. People were warned of a likely air raid by loud sirens, positioned in different parts of towns and cities.

Possible enquiry questions:

Why did Britain go to war?

Why was it necessary for children to be evacuated?

Key substantive knowledge:

- Map comparison between then and now.
- Looking at significant events and developments between the start of the war and now.
- Impact on Fairford (including discussions with Veterans and residents.
- Looking at the names of fallen soldiers on the memorial – observing family links.
- RAF Fairford (built in 1943 and un use a944) for British and American troop carriers and gliders – links to D-Day and invasion of the continent in 1944.
- Transportation links in the local areas – the old railway and river network links.

Possible enquiry questions:

Why was the RAF needed?

What was the importance of the RAF?

What impact did RAF Fairford have on the locals and town?

How has transport changed over time?

How has the use of RAF Fairford changed over time?

A non-European society that provides contrasts with British history

Beliefs **Economy**

Key substantive knowledge:

- The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.
- The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.
- The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.
- The Maya built cities, pyramids and ornate sculptures in the rainforest. The Maya people mainly ate maize or corn.
- Maize was very important to them as they believed that the first humans were made from maize dough by the gods.
- They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.
- The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.

Possible enquiry questions:

Why do we study the Maya in history at KS2

	<p>How was Britain able to stand firm against German threat?</p> <p>Which 8 objects should we show to explain how Britain coped with the effect of the war on the Home front?</p> <p>Why is it so difficult to be sure what life was really like on the home front?</p> <p>What was VE day really like?</p> <p>Why did Germany lose the Battle of Britain?</p>		<p>Why did the Maya empire grow, when so much of the land they lived in was mountain and jungle? How did they manage to become so important?</p> <p>What was everyday life in Mayan civilization? How different was it for the rich and poor?</p> <p>How can we possibly know what life was like for the Mayan people 1,000 years ago.</p> <p>If the Maya were so civilized why then did they carry out human sacrifice?</p> <p>Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly?</p>
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