

# Peterborough Diocese Education Trust (PDET) - History Concept Map (EYFS/KS1)

## William Law CE Primary School



(The units selected and the year groups they are taught in are based on the Trust's model Sci/Geog/Hist long-term overview; page references are to the relevant progression document)

|                                                      | The Story of Britain                                                                                                                                                                                                                                                                                                                                                                                      | Beliefs                                                                                                                                                                                                                                                                                                                                     | Economy/Trade                                                                                                                                                                                                                                                                                      | Society and Government                                                                                                                                                                                                                                                                                                                                                                          | Chronology                                                                                                                                                                                                                                                                                                                     | Being a Historian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>EYFS</b>                                          |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| EYFS<br>Developing Across Children's Reception Year. | <p>Talk about where they live and develop the vocabulary of place.</p> <p>Know that they live in England</p> <p>Know that there are other countries around the world that they can visit and from where people visit Britain.</p> <p>Know that many people who now live in England were born in other countries.</p> <p>Recognise a picture of the Queen and other important figures in British life.</p> | <p>Children recognise places of worship in their local community or places that are important to different children in the class.</p> <p>They visit some of these places of worship and begin to understand that different people believe different things. Begin to recognise that what they believe changes the way they behave/live.</p> | <p>Use money in role play situations and know that money is needed in shops to buy things.</p> <p>Know that adults do different jobs and get paid for doing them.</p> <p>Become aware that not everyone has the same amount of money and that there are big differences between rich and poor.</p> | <p>Develop the sense of belonging to a community and helping each other to achieve things.</p> <p>Know that there are rules and expectations that need to be followed – know that adults must follow rules as well.</p> <p><i>Recognise authority figures in their own lives (parents, teachers) as well as important members of society like police officers, nurses and firefighters.</i></p> | <p>Talk about things that happened before they were born.</p> <p><i>Recognise how they have changed from when they were a baby.</i></p> <p>Develop a sense of 'past' and use appropriate language such as 'yesterday' and 'last week'</p>                                                                                      | <p>Talk about their own life stories and retell stories about things that have happened in their families.</p> <p>Know that people change as they get older.</p> <p>Listen to <i>fictional and non-fictional</i> stories that are set in the past and become increasingly aware that life in the past was different.</p>                                                                                                                                                                                                    |
| <b>Year 1</b>                                        |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Toys<br>Approx. 6 weeks                              | <p>Know that many of the toys that people played with in the past are very different from the ones that are played with today.</p> <p>Know that there are some toys which are almost the same as they were in the past.</p> <p>Know that modern toys are made from different materials to older toys.</p> <p>Know that children today tend to have more toys than children in the past.</p>               |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                    | <p>A President is a leader of a country that doesn't have a King or Queen – Theodore Roosevelt was president of the USA (pg4/5)</p>                                                                                                                                                                                                                                                             | <p>Find out about events that have happened within living memory.</p> <p>Start a class timeline – straight line with 'then' on left hand side and 'now' on right hand side. No years marked on the line.</p> <p>Sequence up to four generations (them, parents, grandparents and great grandparents) place on the timeline</p> | <p>Know that historian means learning about in the past.</p> <p>Finding out about the past by asking people for their accounts.</p> <p>Finding out about the past by looking at/handling items from the past.</p> <p>Be able to say what is similar and what is different when comparing toys.</p> <p>Be able to sequence two objects into then/now; older/newer.</p> <p>Increasingly aware that life now is different from the past and that many things we have now (plastics/electricity) did not exist in the past.</p> |

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|                                                    | The Story of Britain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Beliefs                                                                                                                                                                                                                                                                                                             | Economy/Trade                                                                                                                                                                                                                                                                                                                     | Society and Government                                                                                                                                                                                                                                                                                                           | Chronology                                                                                                                                                                                                                                                                                        | Being a Historian                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Florence Nightingale</p> <p>Approx. 6 weeks</p> | <p>Queen Victoria is one of the most well known of the British Kings or Queens – she reigned over 100 years ago.</p> <p>The people who lived then are called Victorians.</p> <p>The Victorian times was a period when there was lots of change and many new inventions were being produced – Britain was one of the leading nations in coming up with new ideas and inventions <b>(pg 1)</b>.</p> <p>Britain had a strong army in Victorian times and fought in many wars all over the world. The Crimean war was between Russia and Turkey – the British Government decided to help Turkey.</p> <p>Florence Nightingale fought against expectations to change nursing – the changes that she started shaped nursing in this country and across the world <b>(pg 4)</b>.</p> <p>Many of the changes that Florence Nightingale brought about are still important in nursing/hospitals today.</p> | <p>Most people in Victorian Britain would have been Christian and believed that they should try to please God.</p> <p>Florence believed that she had been told to help people and become a nurse by God.</p>                                                                                                        |                                                                                                                                                                                                                                                                                                                                   | <p>There have been many Kings and Queens in Britain going back over many years.</p> <p>Queen Victoria is our current Queen's great, great grandmother.</p> <p>There was a big difference between the lives of the rich and poor in Victorian times. Focus on the privileges of the rich – see Mary Anning unit for the poor.</p> | <p>Know that history goes back to events that are beyond living memory - there is no-one from Victorian times who is alive today.</p> <p>Add 'the Victorians' to the class timeline with a suitable gap to where great grandparents are marked.</p> <p>Introduce 'century' as a unit of time.</p> | <p>Know that when we can't ask people about the past, we can find out about it by looking at objects and pictures from those times.</p> <p>Continue to make comparisons and say what is similar and what is different between now and then.</p> <p>Begin to know that some things that happened in the past are still important today.</p> <p>Know that Florence is a significant figure because she changed the way people thought and did things.</p> |
| <p>Mary Anning</p> <p>Approx. 6 weeks</p>          | <p>Mary was born just before Victoria became Queen.</p> <p>Know that Mary Anning was born in Lyme Regis which is one of the best places in the country to find fossils.</p> <p>Mary Anning started to collect fossils for fun and didn't know how important they were. Some of what she discovered changed the way scientists understood how life had developed on earth. Her discoveries were some of the most important discoveries in history <b>(pg 3)</b>.</p> <p>Mary Anning didn't get recognised for her work until long after her death.</p>                                                                                                                                                                                                                                                                                                                                           | <p>Because most people were Christians, many didn't believe that Mary Anning's fossils could be real as they appeared to go against what the Bible said about the world being made in 7 days <i>(note - many modern Christians have no problem with this and don't think the 7 days is meant to be literal)</i></p> | <p>People need to work to earn money - many people in Victorian times were tradespeople or craftsmen – they were highly skilled but didn't earn much money.</p> <p>Mary began to earn enough money from selling her fossils to keep her family fed and clothed – nowadays her fossils would have sold for millions of pounds.</p> | <p>Contrast the life of rich Victorians (Florence Nightingale) with poor Victorians (Mary Anning's family) – understand that many more people tend to be poor rather than rich, particularly in the past.</p> <p>Poor people were often treated unfairly but couldn't do anything about it.</p>                                  | <p>Recognise, using the timeline, that Mary Anning and Florence Nightingale lived at similar times.</p> <p>Understand that dinosaurs existed a very long time before there were any people around.</p>                                                                                            | <p>Historians and archaeologists use the things that we find in the ground to help us understand what the past was like.</p> <p>Know that Mary Anning is a significant historical figure because she changed the way people understood the past – understand that both Florence Nightingale and Mary Anning are significant people even though they did very different things.</p>                                                                      |
| Year 2                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Local History                                      | To be determined at school level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                                                                                     | The Story of Britain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Beliefs                                                                                                                                                                        | Economy/Trade                                                                                                                                                                                                                                                                                                                                       | Society and Government                                                                                                                                                                                                                                                                                                                                                                 | Chronology                                                                                                                                                                         | Being a Historian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Great fire of London<br><br>Approx. 6 weeks                                                                                                                         | <p>London was a busy and over-crowded city – lots of wooden buildings, animal feed and fires for cooking/industry made it vulnerable to a big fire.</p> <p>Fire started in a bakery in Pudding Lane and spread quickly – <b>(pg3)</b>.</p> <p>Samuel Pepys was a central figure in fighting the fire – working with the King which restored belief in the monarch. The fire burned for five days before being put out <b>(pg. 4)</b>.</p> <p>Very few people are known to have died given the size of the fire but this figure might be misleading.</p> <p>Some of London's most well-known buildings were built to replace those destroyed by the fire.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                | <p>London was a busy city with ships bringing goods to sell from all over the world. Many people came to London looking for work but much of their housing was poor quality – wooden – closely packed. Everything was moved by donkey/horses and cart.</p> <p>For most shopkeepers/tradesmen their home and their business were the same place.</p> | <p>Introduce the term monarch – the Merry Monarch wasn't trusted by most Londoners because of the way he behaved <b>(pg 1)</b>.</p> <p>He was expected to be a leader – his actions during the fire showed that he could do this.</p> <p>Only the richer people were counted in official figures – poor people were not considered important enough to be counted or provided for.</p> | <p>Begin to describe time in terms of '100 years ago/400 years ago' etc.</p> <p>Mark 100 year blocks on timeline and know that the Great Fire took place approx. 450 years ago</p> | <p>Samuel Pepys kept a diary that tells us a lot about the fire. Documents from the past are one of the best ways to learn about the past.</p> <p>We can use different sources of information to find out about the past</p> <p>The Great Fire of London is a significant historical event because it effected a lot of people and changed the appearance of London.</p>                                                                                                                                                                         |
| <p>Christopher Columbus (CC)</p> <p>Christopher Columbus v Neil Armstrong (CC/NA)</p> <p>The two progression documents have been merged to form a 12 week unit.</p> | <p>Columbus' childhood inspired him to become both a sailor and a merchant <b>(CC pg.1)</b></p> <p>On Columbus' first voyage he had very little equipment – just a chart and compass – but he wanted to explore the world most of which hadn't been mapped. So he went back to school to study <b>(CC pg.2)</b> and became an expert cartographer and extended people's understanding of the world during his lifetime.</p> <p>Columbus understood that the world was spherical and wanted to find an easier route to India/China for trading.</p> <p>Columbus got support for his expedition from the King and Queen of Spain who were wanted to spread Christianity and to get rich.</p> <p>Columbus took three ships and the supplies they needed for the expedition – sailing into unknown waters and his crew became mutinous. <b>(CCpg.3)</b>.</p> <p>Columbus thought he had landed in China when he was actually in the Caribbean – for a long time it was believed that he was the first European to discover the Americas. He claimed the islands he landed on for Spain and planted the flag there. His crew accidentally introduced many germs that were new to the native population and many of them died as a result.</p> <p>Columbus died, still believing he had found a new route to China rather than the Caribbean Islands.</p> | <p>Know that people's beliefs influence their decisions – King and Queen of Spain gave Columbus the money he needed because they wanted people to be Christians like them.</p> | <p>Know the term 'merchant' <b>(pg. CC pg.1)</b></p> <p>Merchants who were able to bring exotic goods back to Europe often became rich and famous.</p> <p>Slaves were also bought and sold – it was considered okay to make money through buying and selling people.</p>                                                                            | <p>Most European countries had a monarchy, like Britain, back in the 15<sup>th</sup> century.</p> <p>America has never had a King or a Queen – they elect/choose a President every four years to be the leader of their country. There are many countries that do this and less that have a monarchy nowadays.</p>                                                                     | <p>Place Columbus on the timeline – be able to say that he lived approximately 650 years ago and 200 years before the Great Fire of London.</p>                                    | <p>Make comparisons between different points in time and understand that there can be similarities between events that happened at different times, as well as big differences.</p> <p>Pose their own questions about the two events – some of which should be comparisons. (Who travelled further? Who had the biggest crew? Who was the bravest?)</p> <p>Develop use of pictures as a source of information.</p> <p>Be able to tell the difference between fact and fiction – compare facts about the moon with common ideas from fiction.</p> |

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|  | The Story of Britain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Beliefs | Economy/Trade | Society and Government | Chronology | Being a Historian |
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|  | <p>No-one in Spain knew whether he had been successful until he returned with all sorts of treasures. Columbus led three trips to the islands and earned a fortune trading the exotic things he found there – many had never been seen in Europe before.</p> <p>Columbus was also involved in the slave trade.</p> <p>Armstrong's childhood inspired him to become a pilot and then an astronaut. <i>(CC/NA pg.1)</i></p> <p>The space race between the USA and USSR meant that the American spent a lot of money to make sure they made it to the moon first. It demanded rapid advances in technology which are now found in devices in most homes in the UK.</p> <p>Exploring space was dangerous and many astronauts were killed in the space race.</p> <p>Apollo 11 had to take all the supplies they would need on their journey to the moon. There was a crew of three and no other help.</p> <p>Armstrong was the first person to walk on the moon and his footprints are still there – he planted the Stars and Stripes and what he said has become one of the most well-known sayings in the world.</p> <p>People all over the world were able to watch the moon landings on TV.</p> <p>When they returned to Earth, the astronauts had to go into quarantine in case they had brought back new germs from space.</p> <p>Neil Armstrong and Buzz Aldrin became famous because they had walked on the moon.</p> |         |               |                        |            |                   |

| Toys |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Week | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1    | <p>Understand that the toys they play with now are different to the toys they played with when they were young – that was in the past.</p> <p>Know that I can remember things that have happened in the past and share them with other people.</p> <p>Discover other people's experiences by listening to them talk about the toys they played with.</p> <p>Know that my experiences of the past will have similarities and differences to those of other children in my class.</p> |
| 2    | <p>Find out when my parents, grandparents and great grandparents were born and plot these on a basic timeline to develop a sense of the past.</p> <p>Know from talking with parents, grandparents and great grandparents that some of the toys we have now are similar to toys they had, some of the toys we have didn't exist when they were young and some of the toys they had are not popular anymore.</p>                                                                      |

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|   | Describe the different toys in terms of their size, colour, what they are made of.<br>Be able to say what is similar and what is different between examples of older and newer toys.                                                                                                                                                                                                                                                                                                                                                                                             |
| 3 | Using photographs, video and if possible, handling real examples, compare what materials toys were made from in the past and compare them with modern toys.<br>Know that much older toys were made of natural materials such as wood, metal and clay – there was no plastic in older toys.<br>Use this information to sort pairs of objects into being older/new                                                                                                                                                                                                                 |
| 4 | Know that overall, most children now have more toys than their grandparents and great grandparents did.<br>Know that after plastic was invented, toys changed a lot and became cheaper and easier to make.<br>Know from talking with parents, grandparents and great grandparents about other ways/games children played in the past, particularly if they didn't have many toys.<br>Learn about outdoor games such hopscotch, kick-the-can and skipping – how have these changed over the years? Are the rules the same? Are there games that children don't play anymore? Why? |
| 5 | Know that toys are often based on the things that adults use in day-to-day life – changes to toys have happened because of new inventions have changed what children see in their homes.<br>Look at examples of how toys have changed to match what happens in real life – Fisher-Price phones ( <b>pg.4</b> ), kitchen sets etc – compare the images of the toys with images of the real thing.<br>Discuss why they think these changes have been made – easier to use, look better etc.                                                                                        |
| 6 | Have a detailed look at how one type of toy has changed over time – e.g the teddy bear ( <b>pg.4</b> ) or Lego ( <b>pg.5</b> )                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Florence Nightingale |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Week                 | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1                    | Know that about 200 years ago, Victoria was Queen of Britain and the people of that time were called Victorians.<br>Extend the timeline from the Toys unit and show Victorians as being before Great Grandparents.<br>Know that Victoria reigned for 63 years – only our current Queen has been King or Queen in Britain for longer than Victoria was.<br>Use pictures, artefacts and other accessible resources to say what is similar and what is different about then compared to now.                                                                                                                                                                                                                                      |
| 2                    | Know that in Victorian times, people tended to be rich or poor – there were not many people in the middle.<br>Make brief comparisons between the rich and the poor of Victorian society – ( <b>pg 2</b> ) (a more detailed look at the conditions of the poor will come later in the Mary Anning unit).                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 3                    | Know that Florence was born into a rich household.<br>Know that her father made sure she got a good education which was unusual for girls in those days.<br>Know that Florence was expected to marry a rich gentleman but she wanted to go to university, she wanted to become a nurse and help people and believed that God had told her to do this – she had to train in secret ( <b>pg3</b> )                                                                                                                                                                                                                                                                                                                               |
| 4                    | Know that Britain was helping Turkey fight a war against Russia in a place called the Crimea.<br>Know that although many men died in the fighting many more were dying in hospital because of the conditions there were so filthy ( <b>pg 4</b> )<br>Know that Florence was asked to make things better for the soldiers in the hospitals – she changed the conditions in the hospitals and many more men lived because of this.<br>Know that Florence used to work very long hours – she often only had four hours sleep – and would work by candlelight – this is why she was known as the 'Lady of the Lamp'.<br>Know that Florence became well known because of what she achieved and was given a medal by Queen Victoria. |
| 5                    | Know that when she came back to Britain, Florence wrote some books about nursing that became best sellers all over the world.<br>Know some of the important changes that Florence Nightingale introduced to nursing – ( <b>pg5</b> )<br>Know that Florence Nightingale became the first woman to receive the Order of Merit<br>Know that Florence Nightingale died aged 90 in 1910.                                                                                                                                                                                                                                                                                                                                            |
| 6                    | Look at images of modern nursing and recognise that many of the changes that Florence Nightingale introduced are still important parts of nursing today – look for obvious changes since those time (e.g. that men can be nurses and women can be doctors).<br>Know that now everyone can get to see a doctor or a nurse – not just the rich.<br>Know that Florence Nightingale is considered to be a significant person because she changed the way nursing was done and made life better for many people.                                                                                                                                                                                                                    |

| Mary Anning |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Week        | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1           | Know that Mary Anning was famous for finding fossils.<br>Know she was born just before the Victorians and died once Victoria was Queen – put this on the timeline and understand that she lived around the same time as Florence Nightingale.<br>Revisit the difference between rich and poor in Victorian times – know that Florence Nightingale was rich but Mary Anning poor.<br>Know the implications of being poor – no schooling, poor/little food, poor housing etc. |

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| 2 | <p>Know that she and her family lived in Lyme Regis which is on the coast – link to Geography - and were very poor despite her father being a good carpenter.</p> <p>Know that Mary's father taught her to walk around the cliffs after there had been a cliff fall and collect 'curiosities' – they didn't know that they were fossils or that they were important.</p> <p>Know that Lyme Regis had been underwater when the dinosaurs were around which is why there are so many good fossils there <b>(pg3)</b></p> <p>Know that Mary was bullied for her interest in fossils. <b>(pg 2)</b></p> <p>Mary taught herself to read and write</p>                                                                                                                                                                                                                                                                                                                                                 |
| 3 | <p>Find out how Mary learned that the 'curiosities' were fossils and she used books to deepen her knowledge <b>(pg 2)</b>.</p> <p>Know that Mary started to sell the fossils to earn money for her family when her father died – the family were starving and had no money for food or fuel.</p> <p>Know how Mary came to discover the first full Ichthyosaurus <b>(pg2)</b> fossil and find out what type of creature it was.</p> <p>Know that Mary sold the Ichthyosaurus to keep her family but they were still poor <b>(pg3)</b> – nowadays a fossil like that could cost millions of pounds <b>(pg 4)</b>.</p>                                                                                                                                                                                                                                                                                                                                                                              |
| 4 | <p>Know that no-one knew about dinosaurs when Mary was collecting her fossils – the term dinosaur was first used in 1842, just five years before she died.</p> <p>Many people refused to believe that dinosaurs existed or that they could be millions of years old because they were Christians and dinosaurs are not mentioned in the Bible. They also believed the world was made in exactly seven days so refused to believe what scientists were beginning to say. (Note – many Christians today understand the Bible differently and are quite happy with the much of the science around dinosaurs and evolution).</p> <p>Know that it took a long time before scientists began to understand what fossils like the ones Mary had collected really meant – to start with some Scientists thought that they were from giants because the bones were so big, others thought that the Ichthyosaurus was just a large crocodile (pg.2/3). Other people thought that the fossils were fake.</p> |
| 5 | <p>Know that in Victorian times women/girls could not study Science at school and because she was from a poor family, Mary would not have been able to go to school very much.</p> <p>Know that, despite this, Mary made detailed drawings of her fossils which are now highly regarded as scientific observations – scientists came from all over the world to see her fossils. <b>(pg3)</b></p> <p>Understand that because she was a woman people didn't give her the credit for what she had discovered – one man bought Mary's fossil collection and claimed that they were his own discovery. <b>(pg3)</b></p> <p>Mary's work wasn't recognised for more than 50 years after she died – she is now seen as one of the ten British women who have done the most to influence science. <b>(pg3)</b></p> <p>Compare Mary Anning with Florence Nightingale – although they came from very different backgrounds, they both struggled to be taken seriously because they were women.</p>         |
| 6 | <p>Find out more about dinosaurs and recognise that a lot of what Scientists believe today is based on the fossils and drawings of Mary Anning.</p> <p>Recognise that Mary Anning is also a significant person because she changed the way we understand the world – discuss what is similar or different between her and Florence Nightingale.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Great Fire of London |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Week                 | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1                    | <p>Know that the Great Fire of London happened in 1666 – that is 450 years ago - mark on timeline with other events studied in KS1/EYFS and show 100 year intervals.</p> <p>Know that Charles II was King but that he had to escape and leave England a few years earlier after the English civil war. Know that some people wanted the Government to rule Britain without a monarch in place but the monarchy was popular and the King was asked to come back. <b>(pg 1)</b></p> <p>Know that people didn't think Charles was a good King – the Merry Monarch – but that changed because of the Great Fire of London. <b>(pg 1)</b></p>                                                                                                                         |
| 2                    | <p>Find out about London in 1666 - know that London was already a big city. The Thames meant that goods could be bought and sold from all round the world. Many people moved to London to find work and earn money.</p> <p>Know that most people living in London were poor and lived in wooden houses that were crammed closely together. Find out about what these houses were like <b>(pg1)</b></p> <p>Know that fire was important as the only way to heat, to cook, to provide light at night and for trades like blacksmiths and glassmakers. People were taxed by the number of fireplaces they had. <b>(pg 2)</b></p> <p>Know that there had already been many smaller fires – so people knew that fire was a risk but no-one did anything about it.</p> |
| 3                    | <p>Know that most shop keepers and tradesmen ran their business from their homes.</p> <p>Know that there were many businesses along Pudding Lane – all had several fireplaces and a count of the fireplaces had only just been completed (see document)</p> <p>Know that in each of these businesses there would have been lots of material that burned easily.</p> <p>Know how/where the Great Fire of London started and why it spread so quickly. <b>(pg 3)</b>.</p> <p>Know that people escaped the fire by going to the other side of the Thames or leaving the city – some people tried to save their valuables by burying them.</p>                                                                                                                       |
| 4                    | <p>Find out about Samuel Pepys <b>(pg 4)</b> and know that he kept a diary for his own use.</p> <p>Know that it was over 100 years after he died that people read his diaries and that these diaries helped people understand what life in London had been like.</p> <p>Know about the other things Pepys recorded - the plague and the return of the King.</p> <p>Know that it is because of Samuel Pepys' diary that we know how the fire was tackled, how long it lasted and how people responded to the fire in different ways. <b>(pg.4)</b></p>                                                                                                                                                                                                            |
| 5                    | <p>Use the diary to learn that Pepys took a message from the King to the mayor to start pulling buildings down – understand why this was important in stopping the fire.</p> <p>Know that the fire burned for 5 days.</p> <p>Know that only 6 to 10 people were known to have died in the fire but that this number might have been much higher because they only counted rich people.</p> <p>Know that the King became more popular because of the way he acted during to help people during the fire and that Pepys became well-known and wealthy.</p>                                                                                                                                                                                                         |
| 6                    | <p>Know that large parts of London were destroyed but that not all of London was burnt down.</p> <p>Know some of the famous London buildings that survive the fire – <b>(pg 5)</b>.</p> <p>Know that St Pauls Cathedral was built by Sir Christopher Wren to replace the old cathedral and that this is now one of the most famous buildings in London.</p> <p>Know that the Monument was built to commemorate the Great Fire of London and that tourists can visit it today.</p>                                                                                                                                                                                                                                                                                |

(The units selected and the year groups they are taught in are based on the Trust's model Sci/Geog/Hist long-term overview; page references are to the relevant progression document)

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|  | Know that the Great Fire of London is a significant historical event because it impacted so many people and changed the way London looked.<br>Samuel Pepys is a significant figure because of what he did to help tackle the fire and because of his diary. |
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| Christopher Columbus and Neil Armstrong – A Comparison Of Aspects of Life In Different Periods |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Week                                                                                           | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1                                                                                              | Extend the timeline to 1400AD – add Columbus' date of birth.<br>Revisit what the children remember about life in Victorian times (Y1) and in the 17 <sup>th</sup> century – predictions about 15 <sup>th</sup> century – children to realise that the further back in time you go the less there was in terms of technology.<br>Use artwork from the period to understand what life was like in those times and make comparisons with the present – where possible relate this to Genoa.                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2                                                                                              | Know that Christopher Columbus grew up in Genoa – a port city in modern Italy.<br>Know what a merchant is.<br>Know that many merchants became wealthy by sailing to foreign lands (particularly China and India) and returning with exotic goods that people wanted to buy – they also sold things made in Europe to the people in those countries.<br>Find out about Columbus early life and that he grew up wanting to go to sea and explore the world. <b>(CC pg. 1&amp;2)</b><br>Know that in his first experience at sea all the equipment he had was a compass and charts. <b>(CC pg.2)</b><br>Know that he went back to school to study mathematics, navigation, astronomy and cartography – he became a master mapmaker.                                                                                                                                                          |
| 3                                                                                              | Know that traders wishing to go to China/India had to sail around the southern tip of Africa – this was very dangerous and many ships were sunk on this route.<br>Know that Columbus believed the earth to be spherical (many still believed it was flat) and thought there must be a safer route to China by sailing west.<br>Know that the King and Queen of Spain supported him with the money he needed for ships and a crew – they wanted to benefit from any treasures he found and also wanted everyone to be Christians like them.<br>Find out about the three ships Columbus sailed with and the supplies they took with them. <b>(CC pg.3)</b><br>Understand that Columbus was trying something no-one else had done before and it was very dangerous in the boats of that time.                                                                                                |
| 4                                                                                              | Know that Columbus and his crew sailed west for 35 days – many of the sailors began to think that they were lost and were close to mutiny <b>(CC pg.3/4)</b><br>Know that they landed in the Caribbean on 2 <sup>nd</sup> October 1492 but Columbus believed they had found India or China – the area became known as the West Indies as a result.<br>Know that initially the people who lived on the islands greeted them enthusiastically and Columbus gave them gifts – in return he was given parrots, cotton and exotic fruits never seen by Europeans before. <b>(CC pg.4)</b><br>Know that Columbus sailed back to Spain with gold, spices and captives.<br>He left a group behind to set up trade deals in the area.<br>Know that the normal coughs and colds that these men brought with them proved deadly to the natives who had never met these illnesses before – many died. |
| 5                                                                                              | Know that when Columbus returned to Spain he was met with fame and fortune – people thought that he was the first European to find these new lands.<br>Know that Columbus set up businesses to run the trade with the islands.<br>Know that the slave trade was becoming popular in Europe and that Columbus made a lot of his money by forcibly removing people from the islands and selling them in Europe. <b>(CC pg.4)</b><br>Know that the native people began to resist having all their gold and people taken from them – they tried to resist but Columbus and his men had better weapons and many of the native people were killed.<br>Know that Columbus died still thinking he had discovered another part of China.<br>Consider whether what Columbus was good or not.                                                                                                        |
| 6                                                                                              | Know that Neil Armstrong was born in the 1930s in America <b>(CC/NA pg. 1).</b><br>Find out about how his boyhood experiences gave him a passion for flying.<br>Know that he first became a pilot in the US Air Force and was shot down in a war in 1950.<br>Know that after the war, he went back to university to study aviation and then went to work for NASA.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 7                                                                                              | Know that the US and Russia (USSR) were in a Space Race and find out what some of the big achievements of that time were. <b>(CC/NA pg. 2).</b><br>Know that both Russia and the US wanted to be the first to land someone on the moon.<br>Know that Armstrong became part of the space programme – know this was very dangerous and that many people were killed. Armstrong came close to death several times.<br>Know that his calmness under pressure got him noticed by NASA and that he was chosen to be the commander on the first mission to the moon.                                                                                                                                                                                                                                                                                                                             |
| 8                                                                                              | Find out about what happened in 1969 and the Apollo 11 mission – be able to retell the main events in the right sequence. <b>(CC/NA pg. 4).</b><br>Know that Armstrong was the first person to walk on the moon – know his famous 'One small step..' quote and that he planted the American flag on the moon.<br>Know that millions watched the moon-landings on TV around the world and use quotes and video clips to explore how people reacted.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9                                                                                              | Know that when the crew returned, they were made to isolate in quarantine in case they had brought back any new germs from space (link to Columbus)<br>Know that Armstrong and his crew Buzz Aldrin and Michael Collins became famous around the world.<br>Know that they brought back space dust and space rocks to help Scientists understand more about space.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 10                                                                                             | Compare the lives and experiences of the two explorers – what was similar about their lives? What was different? <b>(CC/NA pg. 5).</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 11                                                                                             | Pose and answer questions that compare the two – Who travelled further? Who faced the most danger? Who was the bravest? Who made the biggest difference to the way we live today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 12                                                                                             | Compare images and film from the Apollo 11 mission and life in America in 1969 and compare it with the paintings of the world in the 1460's recognise how life had changed for people across 500 years. <b>(CC/NA pg. 6).</b><br>Find out more about some of the main changes – eg when was electricity discovered? When was the first flight? And plot them on a timeline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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