

History



Intent

Learning about history helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We believe that our history curriculum will ensure that pupils at Longthorpe Primary School finish their journey with us having developed a deep and profound understanding of these aspects of the world, ready to embark on the KS3 history curriculum in secondary school. We believe that a high-quality history education should inspire pupils' curiosity to know more about the past, and to develop a genuine passion for and enjoyment of history. It should enable pupils to draw upon and develop their own social and cultural awareness, using their personal experiences and knowledge of the present to make links to events from the past. We want our pupils to ask perceptive questions, to think critically, to weigh evidence, to sift arguments, and to develop perspective and judgement and our curriculum is planned for them to approach history in this way.

Our curriculum has been designed to provide pupils with a coherent knowledge and understanding of key events from Britain's past as well as that of selected areas of the wider world. History from Africa, Asia, Europe and the Americas is covered within our history curriculum so that pupils know that important civilisations existed and important events were occurring beyond Britain. Our curriculum also ensures that pupils learn about Peterborough's past and development.

Coherent and chronological substantive knowledge has been selected to build pupils' understanding of three vertical concepts. These vertical concepts provide a concrete lens through which to study and contextualise history, and are broken into small steps to help pupils gain a deep understanding of complex, abstract ideas that run through the entirety of our history curriculum from the EYFS to year 6.

Vertical Concepts		
<p>Quest for Knowledge Changing Worldviews Knowledge</p>	<p>Power, Empire & Democracy Power & Empires Government & Democracy</p>	<p>Community & Family Changing Communities Community Life</p>
<p>How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared? What shapes people's views about the world?</p>	<p>Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?</p>	<p>What is life like for people in different societies? How are these societies structured? How are family and community roles and relationships different in different historical contexts?</p>

Our curriculum has also been designed to ensure that core disciplinary knowledge is explicitly taught, and gives pupils the ability to approach challenging, historically-valid questions and learn how to think, read and write like a historian. This disciplinary knowledge or '**Working as Historians**' elements of the history curriculum have been mapped out through six themes to ensure pupils have many opportunities to apply their history skills.

	Working as Historians					
	Historical Cause & Consequence	Historical Significance	Historical Change & Continuity	Historical Similarity & Difference	Historical Evidence	Chronology
EYFS	<p>My actions can make something happen (e.g. pull a chair)</p>		<p>Over time, some things about me/the place where I live stay the same and some things change Historians can describe changes that have happened over time Over time, some things about a place stay the same and some things stay the same</p>		<p>We can look at photographs and images to see how life was different in the past</p>	<p>Give my age as a number of years Use vocabulary like now, then, before, after, a long time ago</p>

Year 1	Things in the past happened because something causes them to happen	Historians choose to study people or events from the past because they resulted in change	Historians can describe changes that have happened over time Some changes happen more quickly than others. The world is changing more quickly in more recent history	Historians study the way things were different in the past	History is the study of humans who lived in the past Historians learn about the past by interpreting sources Sources can be written, video/audio, images, artefacts or oral history	Decide whether a source shows life in the past or life in the present Place events in pupils' days in order State whether a source shows life in a more or less recent time than another Recognise historical periods or events using arrows on a blank timeline
Year 2	Some things have lots of causes Causes can be long-term conditions or short-term triggers	Historians choose to study people or events from the past because they were important to people at the time, and/or are remembered today	Historians describe how changes affect people's lives	Similarities and differences exist between two individuals who lived in the past	Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources	Place a small selection of sources in order, from most to least recent
Year 3	Some things have lots of causes that are connected in some way			Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences	Archaeology is the branch of history that deals with remains of human life Archaeologists study artefacts, ecofacts and features There are limits to what historians can learn from any collection of sources Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose to analyse it critically	Use vocabulary like decade and century
Year 4		Historians can set their own criteria for what they consider to be significant and why it should be studied		Historians can consider the similarities and differences between people in two historical civilisations	Local history archives can be an invaluable source of information for historians Political maps have changed over time	Describe historical periods using dates (AD only) and as a given number of years ago Place dates (AD only) on a timeline Convert between a year and a century
Year 5	Causes can be categorised as economic, physical, institutional, social, environmental etc Historians can argue that one cause is more important than another	The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence	Changes do not follow one trajectory Changes do not always mean progress Changes can take place gradually (evolution) or very rapidly and completely (revolution)	Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality or other characteristics	Historians cross-reference sources in order to build confidence	Recognise and use AD/BC and CE/BCE accurately Use vocabulary like decade, century and millennium

Year 6	Historians interpret primary and secondary sources and build arguments that can explain the causes of events	We, as historians, can recognise reasons for why we are studying something in a particular place or time	Historians can identify and analyse examples of resistance to change Historians' understanding of how and why changes took place develops over time		Archaeologists follow a similar process to scientists: Planning; Measure & Observe; Record & Present; Analyse & Evaluate	Use key dates to compare the timing of two events, considering how closely together or far apart they occurred
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Implementation

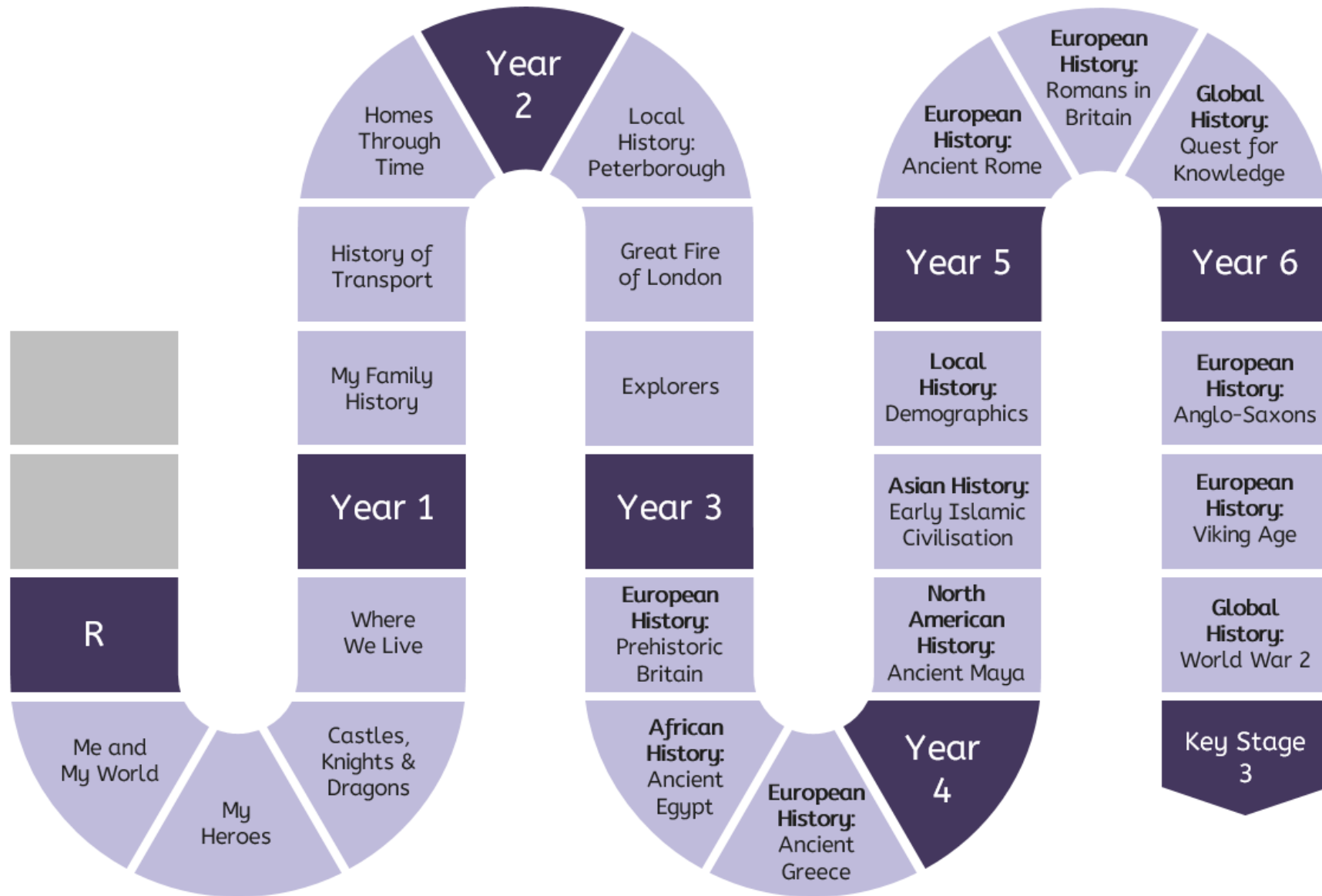
To ensure the successful implementation of our history curriculum, we know that we must make history learning 'sticky' and ensure that it comes alive in our lessons. To accomplish this, we blend a variety of teaching and learning strategies and resources:

- **Primary and Secondary Sources:** Units include the use of artefacts and sources such as books, diaries, letters and photographs to support pupils in piecing together historical narratives. This helps them understand that history is constructed from evidence.
- **Visual Aids and Technology:** Lessons include the use of digital resources to make abstract concepts more tangible. For example, the use of technology to explore sources online.
- **Group Work and Discussions:** We promote group work, discussions, and debates to encourage critical thinking and expose pupils to diverse perspectives.
- **Visits and Fieldwork:** Whenever possible, pupils visit local historical sites, museums, or cultural institutions. Practical experiences enhance their understanding of the past.
- **Explicit Vocabulary:** This is taught to pupils at the beginning of lessons and referred to throughout lessons and units to ensure that they use and learn accurate historical terms.
- **Critical Thinking:** We teach pupils to ask questions, challenge assumptions, and develop their critical thinking skills. History is not just about accepting facts but exploring the "why" and "how." Why did things happen? What were the consequences? How do we know what we know about history?
- **Chronology:** We teach pupils to organise events in chronological order. This helps them grasp the sequence of historical events and understand cause-and-effect relationships.

The Journey of a Historian at Longthorpe

EYFS	By the end of the EYFS, pupils will have explored the past through their environment, family history and stories. They will be able to talk about past and present events in their own lives and in the lives of their family members. They will be able to identify heroic characters from history and understand what made them special. They will be able to engage in simple creative activities, like drawing or acting out stories about these characters, including kings and queens from fairy tales and history. They will be gaining familiarity with their local area and be able to name some local landmarks. They will be able to ask and answer simple questions and use simple language relating to time.
KS1	By the end of KS1, pupils will recognise how to develop their skills, knowledge and understanding through a range of historical topics, where pupils have the opportunity to work individually, in pairs or in groups. They will have a greater awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.
KS2	By the end of KS2, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Units Overview



Progression of Knowledge and Skills

	Autumn		Spring	Summer		
EYFS	Me & My World Talking about different family members and their roles in more depth.	My Heroes Comparing heroic characters from the past and present.	Castles, Knights & Dragons Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens.		Where We Live Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults.	
SL	<ul style="list-style-type: none"> • Talk about occupations of people they live with • Learn about a hero from recent history (i.e. last ~100 years), who may also be important in the local community • Celebrations of special days look different today compared to when our parents and grandparents were children 		<ul style="list-style-type: none"> • Monarchs (kings and queens) are important people who help rule a country • King Charles III is our King today. Other Kings and Queens lived in the past. • Many people lived and worked in castles in the past 		<ul style="list-style-type: none"> • The place where we live looked different at different times in history 	
DL	<ul style="list-style-type: none"> • Historical evidence: We can look at photographs and images to see how life was different in the past • Change & continuity: Historians can describe changes that have happened over time • Chronology: Use vocabulary like now, then, before, after, a long time ago 				<ul style="list-style-type: none"> • Change & continuity: Over time, some things about a place stay the same and some things stay the same 	
VCs	<ul style="list-style-type: none"> • Quest for knowledge: The technology and things we have today have not always existed 		<ul style="list-style-type: none"> • Power, empire & democracy: The King is an important person where we live 			

Year 1	My Family History An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory.	History of Transport The development of transport by land, sea, air and space and the roles of key individuals	Homes Through Time How homes looked different in the past, using pictures and videos
SL	<ul style="list-style-type: none"> • Living memory is the time that can be remembered by people who are alive today • A family tree shows the relationships between different generations in a family • Some things in communication / toys / schools have changed in living memory (the past) 	<ul style="list-style-type: none"> • We can travel in many ways today • Transport options have changed in living memory • Apollo 11 was the mission that sent two men to walk on the Moon for the first time • The Wright brothers invented the aeroplane and Bessie Coleman was the first black woman to gain her pilot's licence • Robert and George Stephenson developed the 'Rocket', one of the first locomotives • Karl Benz invented the first car, and Henry Ford developed the assembly line, which was a new way of making cars that made them affordable for everyone • Options to travel in space, in the air, by car or by train have changed over time. • People in the past could travel less far than we can today 	<ul style="list-style-type: none"> • Different people live in lots of different types of home! • Our homes are made of lots of different materials like bricks and glass • Our homes have lots of different features that help us do tasks like cook food, stay warm, and go to the toilet • Homes look different at different times in history, including in living memory • In the Victorian period (before living memory), people lived in cramped houses like back-to-back houses. Houses were made of bricks and glass • Features of homes meant that Victorians did everyday tasks differently than we do today • In the Tudor period (before the Victorians) most people lived in rural areas • Houses were made of wood and wattle and daub. In the urban areas, jettying was used to give people more space • Features of homes meant that Tudors did everyday tasks differently than we do today • In the medieval period (before the Tudors), motte-and-bailey castles were built to protect people. Features included keep, motte, bailey, palisade and gatehouse • Motte-and-bailey castles were made of wood and wattle and daub • A very long time ago, in the prehistoric period, people lived in small villages, in roundhouses with just one room. They were made of wood and wattle and daub
DL	<ul style="list-style-type: none"> • Change & continuity: Historians can describe changes that have happened over time • Historical evidence: History is the study of humans who lived in the past 	<ul style="list-style-type: none"> • Change & continuity: Some changes happen more quickly than others. The world is changing more quickly in more recent history 	<ul style="list-style-type: none"> • Historical evidence: State whether a source shows life in a more or less recent time than another

	<ul style="list-style-type: none"> • Historical evidence: Historians learn about the past by interpreting sources • Historical evidence: Sources can be written, video/audio, images, artefacts or oral history • Chronology: Historians place events in the order in which they happened • Chronology: Decide whether a source shows life in the past or in the present • Chronology: Place events in pupils' days in order 	<ul style="list-style-type: none"> • Chronology: Recognise historical periods or events using arrows on a blank timeline • Historical significance: Historians choose to study people or events in the past because they resulted in change • Similarity & difference: Historians study the way things were different in the past. 	<ul style="list-style-type: none"> • Causation: Things happen because something causes them to happen
VCs	<ul style="list-style-type: none"> • Community & family: My local community was different for families at different times in history 	<ul style="list-style-type: none"> • Community & family: In the past, communities were smaller because people could not travel so far 	<ul style="list-style-type: none"> • Quest for knowledge: It took a long time for the knowledge that we have today to develop • Community and family: Homes and the things we use in our homes have changed during the lives of the people in our community
Year 2	<p>Local History: Visual Peterborough Using primary and secondary sources to learn how our local community has changed over time.</p>	<p>Great Fire of London Life in London 1660s, and the causes and effects of the Great Fire of London.</p>	<p>Explorers The similarities and differences between the lives of Sacagawea and Michael Collins.</p>
SL	<ul style="list-style-type: none"> • Some aspects of Peterborough have stayed the same (cathedral, Longthorpe Tower, the Fox & Hounds pub) and some aspects have changed over time (vehicles, roads, housing, schools, purpose of buildings, Queensgate Shopping Centre) • Some local schools used to separate boys and girls. • There is a chronology to when aspects of our community changed • Primary and secondary sources like drawings and photographs can show us how Peterborough has changed over time • There are some clues that tell us how old a photograph is such as whether it is in black or white or in colour • Looking inside houses, at clothing, and at transport can give us clues as to the age of a source 	<ul style="list-style-type: none"> • 1660s London was dirty, busy, cramped, and homes were made of wood • The Great Plague of 1666 meant that people lived in a locked down city • The Great Fire of London started in a bakery in Pudding Lane and spread quickly • People only had basic equipment like fire squirts, buckets and fire hooks to help them try and put it out • It lasted just under five days and destroyed one third of London • Primary and secondary sources like artefacts, images and texts – such as Samuel Pepys' diary – can tell us about the fire • The fire spread quickly because most buildings were built close together out of flammable materials; there was a strong wind; fire fighting equipment was not good enough and relied on ordinary people; and the town mayor did not act quickly enough 	<ul style="list-style-type: none"> • Sacagawea was a Shoshone (Native American) woman who lived a long time ago. She was captured by another tribe as a child and sold • Michael Collins was an American man who lived some time after Sacagawea had died. He always wanted to be a pilot and became an Air Force test pilot • Sacagawea joined the Lewis & Clark expedition to explore and make maps of North America • Michael Collins joined Apollo 11, a mission to the Moon to try and win the Space Race • Sacagawea made many contributions to her expedition, including translating the Shoshone language and finding food • Michael Collins piloted the Colombia and made sure that the other astronauts in the Eagle returned to Earth safely • Sacagawea was not celebrated at the time of the expedition but has been celebrated since

		<ul style="list-style-type: none"> The Great Fire of London destroyed one third of London. It killed people and made 100,000 homeless After the Great Fire of London, building regulations were introduced, a fire service was established, and a monument to the fire was built 	<ul style="list-style-type: none"> Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today!
DL	<ul style="list-style-type: none"> Historical evidence: Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources Chronology: Place a small selection of sources in order, from most to least recent 	<ul style="list-style-type: none"> Historical significance: Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today Causation: Some things have lots of causes Causation: Causes can be long-term conditions or short-term triggers Change & continuity: Historians describe how changes affect people's lives 	<ul style="list-style-type: none"> Similarity & difference: Similarities and differences exist between two individuals who lived in the past
VCs	<ul style="list-style-type: none"> Community & family: Some aspects of life in my own community have changed over time and others have stayed the same 	<ul style="list-style-type: none"> Power, empire & democracy: The King or Queen (monarch) has power to make new rules in a country 	<ul style="list-style-type: none"> Community & family: People in history lived in communities that look different to ours today Quest for knowledge: Sometimes it was the contributions of important individuals that were important in advancing our knowledge
Year 3	European History: Prehistoric Britain How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.	African History: Ancient Egypt The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire.	European History: Ancient Greece The contributions made by the city-states of Ancient Greece, and how these influence our lives today.
SL	<ul style="list-style-type: none"> Homo sapiens have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs Prehistory refers to the study of humans before there was writing Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather 	<ul style="list-style-type: none"> Ancient Egyptians lived in Egypt (Africa) at the same time as prehistoric Britons lived in Britain (Europe). The Nile is a river that flows through Egypt and other countries in Africa. The Ancient Egyptians relied on the Nile for farming and transport An empire is a group of countries or places ruled by one person An autocracy is place where one person or one group can rule exactly as they want to forever Ancient Egypt was an empire, led by an autocratic pharaoh 	<ul style="list-style-type: none"> A city-state is a city and the surrounding land that has its own government and identity A government is the system or people who rule a place A civilisation is a group of people and their society, culture and way of life Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta Democracy is a system of government where everyone has a say

	<ul style="list-style-type: none"> • Agriculture is the farming of plants (arable) and animals (pastoral) to eat • Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period • The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated • The lack of written sources mean that it is difficult to know what people believed • The design of hillforts, stone circles and geoglyphs suggest that the natural world was very important • Stonehenge and other stone circles are made of sedimentary and igneous rocks • Burials and grave goods suggest that people believed in an afterlife • The role of women in prehistoric Britain changed over time 	<ul style="list-style-type: none"> • Ancient Egyptians believed that the pharaoh was half man, half god • The Ancient Egyptians believed in an afterlife called the Field of Reeds. They used the Book of the Dead to navigate there • The Ancient Egyptians mummified bodies to preserve them for the afterlife • The Ancient Egyptians built and buried pharaohs inside huge pyramids, along with all the items they would need for the afterlife. Pyramids were built using sedimentary rock • Egyptians used hieroglyphics to share stories with future generations • The Ancient Egyptians made a range of developments in surgery and science • Pharaohs fought battles outside of Egypt and received tributes and riches from the people they conquered, like the Kingdom of Kush at some points • Working class people held many important jobs in Ancient Egypt, but they had little personal power 	<ul style="list-style-type: none"> • Athens developed a democracy, which was more limited than ours today • Ancient Greeks used skills in architecture to build temples to honour their gods • Architectural orders include Doric, Ionic and Corinthian, and these influences can be seen in our buildings today • Ancient Greeks believed in multiple gods and wrote myths • The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy • The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt
DL	<ul style="list-style-type: none"> • Historical evidence: Archaeology is the branch of history that deals with the remains of human life • Historical evidence: Archaeologists study artefacts, ecofacts and features • Historical evidence: There are limits to what historians can learn from any collection of sources 	<ul style="list-style-type: none"> • Historical evidence: Sources do not provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically • Causation: Some things have lots of causes that are connected in some way 	<ul style="list-style-type: none"> • Similarity & difference: Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences • Chronology: Use vocabulary like decade and century
VCs	<ul style="list-style-type: none"> • Community & family: In communities in history, different people often had very defined roles. In the earliest communities families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves • Community & family: There are many factors which can cause communities to change over time 	<ul style="list-style-type: none"> • Power, empire & democracy: Different places have different systems of government. Some can be autocratic • Power, empire & democracy: Empires are large areas of land that are controlled by one person or group of people • Power, empire & democracy: People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen 	<ul style="list-style-type: none"> • Power, empire & democracy: Some places have a democracy. Not all democracies are the same. The UK has a democracy • Power, empire & democracy: City-states have independent identities and governments.

	<ul style="list-style-type: none"> • Quest for knowledge: Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today • Quest for knowledge: Animal sacrifices could be an important part of worship • Quest for knowledge: People held different beliefs about an afterlife. 	<p>as half man or half god; some are rich; some have powerful armies</p> <ul style="list-style-type: none"> • Quest for knowledge: Some people believed in multiple Gods 	
Year 4	<p>North American History: Ancient Maya Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians.</p>	<p>Asian History: Early Islamic Civilisation The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology.</p>	<p>Local History: Demographic Peterborough How population change in the 19th and 20th centuries has shaped Peterborough's demographics and community.</p>
SL	<ul style="list-style-type: none"> • The Maya civilisation flourished in Mesoamerica from 250 to 800. It declined after that, but descendants of the Maya live in Central America today • The Maya lived in city-states ruled by kings • The relationships between city-states in Maya civilisation were different to those in Ancient Greece • Maya worshipped multiple gods who were each responsible for something • Ancient Maya sacrificed animals and sometimes humans to honour gods • Maya built step-pyramids and temples to honour gods • Maya cities had a plaza, temples, a ball court and sometimes an observatory • Ancient Maya developed a number system and developed the concept of zero • The Ancient Maya developed hieroglyphics, like the Egyptians 	<ul style="list-style-type: none"> • The Early Islamic Civilisation began with the founding of Islam by the Prophet Muhammad in 610 • The Early Islamic Civilisation was an empire, led by the caliph. • The Early Islamic Empire stretched across Eastern Europe, Northern Africa and Western Asia • The people of the Early Islamic Empire were connected by their common identity and religion, as well as geographical (political) boundaries • Baghdad was founded in 762 and became the capital city, and it was strategically designed • Knowledge and wisdom is central to Islam, and the House of Wisdom brought together the knowledge of many civilisations and welcomed scholars of all backgrounds • Education for children was also considered important and schools were established in communities, for example in mosques • Early Muslim doctors and surgeons introduced key principles of medicine including holistic treatments, free hospitals and learning from each other 	<ul style="list-style-type: none"> • The population of Peterborough has grown rapidly from the 19th century (1800: 3000, 1851: 9,000, 1871: 17,000, 1901: 30,000, 1961: 80,000, 1981: 130,000, 2001: 155,000, 2021: 216,000). <p>19th century:</p> <ul style="list-style-type: none"> • New industries appeared in the city - an Iron foundry and brick making industries which attracted new workers • 1821: An infirmary was built • 1845: The railway reached Peterborough • 1880: The city sewage system was finished <p>Early 20th century:</p> <ul style="list-style-type: none"> • New industries such as diesel engines, tool making and corset making attracted more workers • 1900: Electricity supply built in the city • 1920s: The first council houses were built in the city • 1928: The War Memorial Hospital built • 1940s: Large number of Polish soldiers arrived in the city (The Free Polish Forces) <p>Late 20th century:</p>

		<ul style="list-style-type: none"> • Early Muslim doctors used a range of treatments that are still used in some way today. • It was an early Islamic mathematician (Al Khwarizmi) who introduced the numbers 0-9 into Europe • It was an early Islamic scientist (Ibn Al Haytham) who proved that humans see when light enters eye • In 1258, a Mongol army brutally attacked Baghdad. They killed scholars and threw books from the House of Wisdom into the river Tigris, and lots of knowledge was lost 	<ul style="list-style-type: none"> • New industries such as tile making, farm machinery, service industries and electrical equipment attracted many new workers • 1950s: The London Brick company recruited many Italians to work in Peterborough's brick industries • 1960s: Many people came to Peterborough from The Caribbean and other Commonwealth countries such as Pakistan and India • 1969: A new District hospital built • 1967: Peterborough was designated a 'new town' with a view to double the population from 80,000 to 160,000 • 1970s & 1980s: New suburban districts were built around the city (Bretton, Orton and Werrington) with many people moving to Peterborough from London (overspill) <p>Early 21st Century:</p> <ul style="list-style-type: none"> • 2003: The Faidhan-e-Madina Mosque opened • Since 2004: Large numbers of new residents arrived from Eastern Europe • 2022: A new university was opened in Peterborough attracting new students to the city
DL	<ul style="list-style-type: none"> • Mathematics: Number system over time has developed to include zero • Chronology: Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000) • Chronology: Place dates [AD only] on a timeline • Similarity & difference: Historians can consider the similarities and differences between people in two different civilisations from the past 	<ul style="list-style-type: none"> • Historical significance: Historians can set their own criteria for what they consider to be significant, and why it should be studied • Historical evidence: Political maps have changed over time • Chronology: Convert between a year and a century 	<ul style="list-style-type: none"> • Historical evidence: Local history archives can be an invaluable source of information for historians (Peterborough Museum's exhibit on Peterborough's changes over the 20th century). • Change & continuity: Changes and development in Peterborough have attracted new people to come and live here • Change & continuity: Demographic change can be seen in Peterborough's community-make up and some buildings
VCs	<ul style="list-style-type: none"> • Quest for knowledge: Different civilisations across the world developed similar knowledge independently 	<ul style="list-style-type: none"> • Power, empire & democracy: Empires grow and shrink as the power of its leader changes. 	<ul style="list-style-type: none"> • Quest for knowledge: A census is a document that tells us about the people living in a particular location. There is a census every ten years and these started in 1841

		<ul style="list-style-type: none"> • Quest for knowledge: Knowledge was developed and shared across different civilisations across many continents • Quest for knowledge: Sometimes a political leader is also a religious leader • Quest for knowledge: Different civilisations place different values on knowledge and scientific development than others • Community & family: Communities can be brought together by geographical location, or by a shared identity • Community & family: Trade can impact what a community looks like • Community & family: At some points in history the education of children has been highly valued 	<ul style="list-style-type: none"> • Quest for knowledge: Demographics is a term relating to statistical data describing the population and particular groups within it (this could be ethnicity, gender, education, income, employment, religion) • Quest for knowledge: Population is a term to describe how many people live in a location • Community & family: Peterborough's diverse communities have grown significantly over the course of the 20th century
Year 5	European History: Ancient Rome The development of the Roman Empire, how it changed over time, and how these changes affected people differently.	European History: Roman Empire in Britain The Roman conquest of Britain, and how the Romans maintained power in Britannia.	Global History: Quest for Knowledge An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge.
SL	<ul style="list-style-type: none"> • Ancient Rome expanded gradually from 753 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476 • At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa • Roman citizens were plebians (poorer) or patricians (wealthy). Female citizens had very few rights compared to men. • Slavery is a system where people are owned by other people. Slaves are forced to work for no money • The Romans owned slaves, like the Greeks and Egyptians before them • Roman slaves were the poorest people in society or prisoners of war. Roman slavery was not based on race or ethnicity • The Roman family was typically multigenerational. The extended family also included slaves 	<ul style="list-style-type: none"> • Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43 • Britain was difficult for the Romans to control because it was far from the centre of the empire, it was one of many boundaries, and many Britons fought against Roman conquest • Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England • The Romans kept control using disciplined armies, forts, roads and walls • The Roman emperor delegated power to the Governor in Britain, who delegated power to local leaders. • Taxes were collected locally and sent to the governor and emperor. 	<ul style="list-style-type: none"> • Homo sapiens first lived in Africa ~200,000 BC and migrated across the world over thousands of years • The oral tradition is the sharing of knowledge, beliefs and cultures accumulated over many generations through the spoken word • Ancient and early civilisations had many similarities with each other (e.g. irrigation, writing, numbers) and made many developments • Civilisations in history often built upon others' ideas • The Scientific Revolution prioritised the scientific method in Europe, and organisations like the Royal Society created a new standard of knowledge • The heliocentric model, first put forward by Aristarchus of Samos and Aryabhata, was

	<ul style="list-style-type: none"> • Ancient Rome was governed by kings, a republic, a dictatorship, one empire and then two empires • The head of state remained the most powerful person in Rome, and he was autocratic • Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) • The imperial cult elevated emperors to having a god status • Many Christians were persecuted from the 1st century AD until Emperor Constantine declared tolerance for all beliefs • As the Roman Empire grew, the Romans were exposed to more and more ideas from different people • Roman science and technology - like roads and medicine - helped the Romans expand their empire 	<ul style="list-style-type: none"> • The Romans often allowed native tribe chiefs to continue in their roles as local leaders, as long as they submitted to Roman emperor • The Romans and the Britons had some shared culture, including towns, food and religion. • Literacy – the ability to read and write – allowed Romans to communicate quickly and to write their own versions of history • Drivers of power can be categorised into institutional, economic, physical, intellectual and informal 	<p>published again by Copernicus in 1543. This replaced the mainstream geocentric model</p> <ul style="list-style-type: none"> • Europeans believed that their knowledge was superior to the traditional knowledge of indigenous people. They imposed western knowledge and exploited traditional knowledge. • Indigenous peoples fought to resist the Europeans and maintain their traditional knowledge
DL	<ul style="list-style-type: none"> • Change & continuity: Changes do not follow one trajectory • Change & continuity: Changes can take place gradually (evolution) or rapidly and completely (revolution) • Similarity & difference: Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics • Chronology: Recognise and use AD/BC and BCE/CE accurately 	<ul style="list-style-type: none"> • Mathematics: Recognise numbers and years written in Roman numerals • Causation: Causes can be categorised as economic, physical, institutional, social, environmental or others • Causation: Historians can argue that one cause is more important than another • Historical evidence: Historians cross-reference sources in order to build confidence • Chronology: Use vocabulary like decade, century and millennium 	<ul style="list-style-type: none"> • Historical significance: The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence • Change & continuity: Changes do not always mean progress
VCs	<ul style="list-style-type: none"> • Power, empire & democracy: Governments that look democratic on paper can be autocratic in reality • Quest for knowledge: There has been tolerance and persecution of different beliefs at different points in history • Community & family: Systems of slavery have existed in communities and civilisations across 	<ul style="list-style-type: none"> • Power, empire & democracy: Drivers of power can be categorised into: institutional (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); economic (using money to give you power); physical (having physical strength or armies); intellectual (the power of knowledge and literacy); informal (soft power of influencing others) 	<ul style="list-style-type: none"> • Quest for knowledge: The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word • Quest for knowledge: Different civilisations take different valid approaches to knowledge.

	<p>the world for a long time. Slaves could be taken from different communities based on their wealth</p> <ul style="list-style-type: none"> • Community & family: Different civilisations have different ideas about what a “family” is 	<ul style="list-style-type: none"> • Power, empire & democracy: Leaders can delegate power to regional and local leaders 	<p>Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world</p> <ul style="list-style-type: none"> • Quest for knowledge: Official ‘belief systems’ may change quickly but, in practice, individuals’ beliefs did not change that quickly.
Year 6	<p>European History: Anglo-Saxons Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons.</p>	<p>European History: Viking Age Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation.</p>	<p>Global History: The Rise of Hitler & WW2 Exploring the chronology of key events that led to the rise of the Nazi Party in Germany and the outbreak of WW2.</p>
SL	<ul style="list-style-type: none"> • The Anglo-Saxons were groups of Germanic invaders who established kingdoms in England after the Romans left • The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king • The term ‘Anglo-Saxon’ refers more generally to the period of English history from AD 410 to 1066, and includes the history of people in England with lots of backgrounds • Place names in the UK today derive from Old English words used by Anglo-Saxons • Sutton Hoo was the burial site of an Anglo-Saxon king, discovered by archeologists in 1939 • Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to Christianity was slow and complicated for individuals • Archaeological evidence reveals that the Anglo-Saxons were skilled craftsmen who traded with countries as far east as India and Sri Lanka • The items the king was buried with show he wanted to present himself as having physical, economic, intellectual and informal power 	<ul style="list-style-type: none"> • The Vikings were groups of people from Scandinavia who were most active in 9th and 10th centuries • The Vikings were successful sailors and sailed in longships as far as North America. • In Scandinavia, Vikings lived in longhouses, in communities of farmers • Some Vikings organised themselves in ways that had democratic features (such as things) • The Vikings believed in multiple gods, like Odin, Thor and Loki • The Vikings believed in an afterlife called Valhalla, which had an end • The Vikings gradually converted to Christianity • The Vikings made and traded goods across Europe and beyond • The Vikings participated in a slave trade • The Vikings first raided monasteries in England in 793 because they were rich and easy targets • The Vikings began to settle in the 850s and tried to conquer England in 865. Danelaw was established in 878 and lasted until 974 • England had three Viking kings 1013-1042 • Vikings occupy a significant place in our popular culture, and there have been many different representations of them over the years 	<ul style="list-style-type: none"> • The Armistice agreement ended WW1. • The Treaty of Versailles codified the blame for WW1 on Germany and outlined punishments. • After WW1, many German people were unhappy with the armistice and the Treaty of Versailles. • Hitler became the leader of Germany (the Fuhrer) in 1934. • The Nazi Party promoted nationalism. • In Nazi Germany, women were required to look after the home and have children. • Children would join the Hitler Youth or the League of German Maidens. • The Nazis wanted children to learn that the Aryan Race were superior. • Kristallnacht, or ‘Night of the Broken Glass’ is the name given to the events of the night of 9th November 1938. Jewish homes, businesses and synagogues were attacked by rioters and the authorities did nothing to prevent the destruction. • Over 7,000 homes and businesses were destroyed, 30,000 Jewish men were arrested and taken to concentration camps.

	<ul style="list-style-type: none"> Hilda of Whitby was an important woman at the time, but her legacy has often been overlooked since Children had an important role to play in daily life and were expected to help with domestic jobs, tend to animals, and assist with farming The working class was made up of peasants and serfs who were not slaves but had to work for their lord 	<ul style="list-style-type: none"> The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when Women had some opportunities for education and power, but some parts of life were still inaccessible to them 	<ul style="list-style-type: none"> Many Jews tried to leave Germany to seek refuge elsewhere, many became trapped in refugee camps. On August 31st, 1939, the Nazis invaded Poland to gain 'living space'. British Prime Minister, Neville Chamberlain, announced over the radio on September 3rd, 1939 that Britain was at war with Germany. Winston Churchill became British Prime Minister in 1940 and created a coalition government.
DL	<ul style="list-style-type: none"> Historical evidence: Archaeologists follow a similar process to scientists: Planning; Measuring & Observing; Recording & Presenting; Analysing & Evaluating 	<ul style="list-style-type: none"> Causation: Historians interpret primary and secondary sources and build arguments to explain the causes of events Change & continuity: Historians' understanding of how and why changes took place develops over time 	<ul style="list-style-type: none"> Historical significance: We, as historians, can recognise reasons for why we are studying something in a particular place or time Change & continuity: Historians can identify and analyse examples of resistance to change Chronology: Use key dates to compare the timing of two events, considering how closely together or far apart they occurred
VCs	<ul style="list-style-type: none"> Power, empire & democracy: Boundaries can change over time. Quest for knowledge: People's personal 'belief systems' can take on ideas from lots of places. Community & family: The achievements of women have often been undervalued in different societies in the past 	<ul style="list-style-type: none"> Power, empire & democracy: Some places organise themselves in ways that have autocratic and democratic features Community & family: Slaves could be taken from different communities based on their race, ethnicity or gender Community & family: Throughout history women have often faced different obstacles to achieving the same things as men 	<ul style="list-style-type: none"> Power, empire & democracy: Power and empires can rise and fall. Power, empire & democracy: Democracy can be taken for granted. Quest for knowledge: Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it Community & family: Conflict and prejudice within communities can impact on society, as well as individuals, over time