

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Each year, our children are given the opportunity to deep dive into 2 historical periods or topics. This allows our pupils to spend a significant amount of time exploring a time or event in detail to enable them to develop a true sense of historical knowledge. Our golden threads of hierarchy and power and community and culture allow us to broaden our children's cultural capital through investigating the lives of others and looking at history through different lenses, bringing learning back to the children so they can make sense of historical changes and how these have impacted their lives, even now.

Year R

Past and Present: Me and My Family



Historical enquiry: How have I changed over time?

How have I changed since I was a baby?

Talk about how we have grown, hair,
Compare baby and now pictures.



walk, talk, learn.

How will I grow in the future?

Compare adults to children, is there a size difference? Do we learn more? Can I do something new that I couldn't before (cook, drive)?



Are my toys the same as toys in the past?

No, my toys are different, however, you can still get some of these toys now. Some new toys are electrical and may need batteries. New toys are often made from plastic, old toys were made from wood, metal and fabric.



Who is in my family?

Talk about if I have a mum, dad, two mums, two dads, grand parents,



Past and Present: The Royal Family



Historical enquiry: Who are the royal family?

Has money in England always looked the same?

No, change of bank note materials from paper to polypropylene, a thin plastic.

Credit cards.

Pictures and designs on notes and coins.



Who is King Charles III?



Charles became king upon his mother's death queen Elizabeth II in 2022. At the age of 73, he was the oldest person to become king to the British throne.

Is the royal family like my family?

Look at where the royal family live, does mine? Explore Buckingham palace and you think the people that live here are have similarities such as members of our family, eg. Mum, dad, brother, sister.



their home look like Windsor castle. Do important? We may

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



siblings. Talk about when they were babies, their younger brothers or sisters wouldn't be part of their family yet. Talk about changes in family. Bring photos in of family.



Have Christmas traditions changed over time?

Christmas lights- People used to put lit candles on trees because lights were not invented.

Gingerbread- Only became popular due to the story of Hanzel and Gretel

Yule Log- People no longer burn tress in the lead up to Christmas, now have central heating but eat Yule log cakes to represents the yule log that families would burn starting on Christmas Eve.

Vocabulary: past, present, changes, different, same, similar, grow, old, young, baby, toddler, child, adult.

How did people communicate in the past?

Explore the evolution of mobile phones. They have changed in size, design and function. Show photos of different phones over time and talk about the difference to phones now.

Vocabulary: power, past, present, similar, different, royal, change, post, communicate.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Year 1

Great Fire of London (1666)



Historical Enquiry: How did the Great Fire change London?

What was London like at the time of the fire and how is it different



today?

London in 1666 was cramped with narrow, crowded and dirty roads and buildings made from wood. The houses had a specific shape which made them wider above the ground floor. Water came from pumps in the streets. Few children went to school and many worked to earn a living. To travel, people walked, got a boat on the river or if they were rich, used coaches. Charles II was king of England.

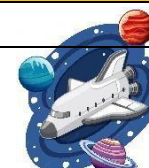
London today is much larger, has modern buildings made of brick and stone. The walls of the buildings are flat with wider streets. Water flows through pipes straight into buildings and people have a wider variety of ways of travelling.



How did the Great Fire of London start?

The fire started overnight on Sunday 2nd September in a bakery in Pudding Lane owned by Thomas Farriner. A spark from the oven caused

Exploration through time



Historical Enquiry: How have explorers changed the world?

What makes someone a significant person?



A significant individual is remembered for making a change and contributing to developments or achievements in society. They might have made contributions to science, medicine, literature, the arts or any other area that is important within our society.



Who was Christopher Columbus and what did he do?

Christopher Columbus was an Italian explorer who set off on an expedition looking for Asia. He lived in a time when people in Europe didn't know that the continents North or South America existed. He wanted to find a quicker way to sail to India and China. So, he set off on an expedition looking for Asia with his ships (The Santa Maria, Pinta and Niña) in 1492. Christopher Columbus found his way at sea by using the stars and the sun. He also used a compass to navigate.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



the building to catch fire.

What caused the fire to spread so quickly and how was it put out?



In 1666, most of London's buildings were made from wood.

They were also packed tightly together in narrow rows. This meant that they burnt very easily and quickly. The wind was also strong and helped to carry the fire.

People used water from the River Thames and used equipment such as fire hooks, water squirts, leather buckets and axes. Eventually, gunpowder was used to destroy the houses ahead of the fire to prevent it from spreading further.



What was the impact of the Great Fire on London?

Only a small number of people died but around 13,000 houses and 87 churches were burnt down, including the original St Paul's Cathedral. Much of the city was redesigned by Sir Christopher Wren, who rebuilt St Paul's with a dome instead of a steeple. Wren also designed The Monument to The Great Fire of London, which was built close to Pudding Lane to commemorate The Fire and to celebrate the rebuilding of the city. Buildings were made with straight walls out of brick and stone and roads were made wider to reduce the risk of fire spreading as easily as before. Pipes were used to carry water rather than wood. In 1666 there was no fire brigade. After the fire, new rules were brought in and every parish had to have two fire squirts, leather buckets and other fire equipment. The first insurance company, the Fire Office, was founded in 1667.

Columbus wanted to explore Asia but instead of traveling east, as everyone else was doing, he travelled west. He had an idea that the world was actually round and that he would be able to reach it that way instead. However, he ended up in the Americas, landing in the Bahamas.



Who was Neil Armstrong and why is he remembered today?

Neil Armstrong got his pilot's licence when he was 16 and flew fighter planes for the American Navy, later testing rocket-powered planes. He did all this before he became an astronaut in 1962. On the 20 July 1969, Neil Armstrong was an astronaut who became the first person to walk on the Moon. Only 12 people have ever walked on the surface of the Moon.

How were the journeys of Christopher Columbus and Neil Armstrong similar or different?



Similarities- the two explorers both wanted to explore new places and find out new things. They were brave to go places where other people hadn't gone before. Both their expeditions were dangerous and expensive.

Differences- one expedition was on Earth, the other in space. One expedition was mainly on water (before arriving in the Bahamas), the other was in space (before landing on the Moon). The expeditions took place at different times and had different vessels, equipment and numbers of crew members.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



How do we know about the Great Fire of London?



There are lots of paintings of the Great Fire of London, painted at different times. Remember not all of these were painted by people that were actually there.

Samuel Pepys' diary- Samuel Pepys worked for the British government and navy and lived during the 17th Century. He is most famous for writing a diary between 1659 and 1669. He saw the Great Fire. We use his diary as a historical record of the events of the past.

We also have access to eyewitness reports and historical records. There were no photos or videos.

How has the Great Fire of London developed responses to fires today?



The fire service was developed after the Great Fire of London with a range of different and more effective equipment for fighting fires. This includes, fire engines, fire hose, fire extinguishers, ladders, fire axes, fire hooks and a light-weight uniform that offers maximum thermal protection.

Vocabulary: source, artefacts, records, London, King Charles II, Samuel Pepys, Sir Christopher Wren, wood and thatch, St. Paul's Cathedral, cause, consequence.

Did Christopher Columbus and Neil Armstrong use the same materials for their vessels?



Colombus' ship was made from wood. Columbus set sail over 500 years ago so engines and other nautical advancements hadn't yet been invented. Up to the 19th century, ships were made from wood. It was only in the 1800s that iron and steel ships were introduced and sails were replaced with steam engines. His ships were therefore smaller and carried by the wind. Navigation was done using a compass.

Armstrong's spacecraft was made from metal only 50 years ago. This is less flammable and resistant to radiation. It was powered by fuel and had special equipment to help the astronauts work out which direction they were going in and how fast.

How has expedition clothing adapted and changed over the years?



Columbus' crew would have worn trousers down to their calves, a shirt, a woollen smock with a hood (to keep salt spray from the sea off) and a red cap called a gorro. They would have often been barefoot as the ship's deck was slippery and shoes didn't grip very well.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Sailors now wear a water/windproof jacket and a life vest. Waterproof material hadn't been developed in Columbus' time. The clothes of sailors in 1492 would have been much harder to dry than modern day lighter clothing. They would also have been quite uncomfortable and probably very hot to wear. The clothing of today is safer and more comfortable for long journeys at sea.

Armstrong wore a special suit due to the issues of travelling in space and of leaving the spaceship to walk on the moon. Astronaut suits have to reduce the risk of getting too cold, of getting exposed to radiation, of not having oxygen to breathe. The suits have portable life support systems.

Astronaut suits now have built in HD cameras and have adaptations to make it easier to walk on the surface of the moon. The spacesuit today is focused on increasing complexity of human space missions and the need for improved safety and comfort.

Vocabulary: expedition, journey, vessels, impact, 1492, 1969, moon landing, Apollo 11, navigation, transport, era, adapted.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



By the end of Key Stage 1 pupils at Littlebourne will have a secure, chronological foundation in history. They will understand difference between past and present, recall a small set of well-taught events and significant people (local, national and beyond), use basic historical vocabulary, ask simple historical questions and begin to use sources (stories, artefacts, pictures, diaries) to say how we know about the past. Knowledge will be rooted in the children's experience (family, Littlebourne/London) and extended through studied topics (Great Fire of London, Neil Armstrong, Christopher Columbus, changes over living memory).

A. Substantive knowledge (what pupils will know and remember)

1. Chronology and time vocabulary

- a. Understand and use simple time words correctly: past, present, then, now, a long time ago, before, after, similar/different.
- b. Know the difference between within living memory (e.g. changes in toys, money, communication) and events beyond living memory.

2. Key events and people (remembered case studies)

- a. The Great Fire of London (1666): what happened, likely causes, why it spread, immediate impacts (destruction) and long-term consequences (building/regulation changes, beginnings of organised fire response).
- b. Explorers and significant individuals: Christopher Columbus (exploration, voyages 1492; idea of voyages changing understanding of world) and Neil Armstrong (first human on the Moon, 1969) — similarities/differences in purpose, voyage technology and impact.
- c. Royal family/monarchy in simple terms (Reception/Year 1 content): recognition of King Charles III and the concept of monarchy as a continuity through time.
- d. Everyday change: examples of how lives change over time (toys, communication, money).

3. Lives of people and community

- a. Know that people in the past lived differently depending on wealth and technology (Victorian comparisons introduced at KS1 level later developed in KS2).
- b. Understand cause and consequence at a simple level (e.g. wooden, closely-packed houses + wind → rapid spread of the Great Fire).

4. Sources and evidence (introductory)

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



- a. Recognise a few types of historical sources: diaries (Samuel Pepys), paintings, eyewitness accounts, photographs and artefacts; begin to say what these tell us and that not all sources are the same or equally reliable.

B. Disciplinary knowledge (skills and ways of thinking)

1. Chronological awareness and sequencing

- a. Sequence three or four events or artefacts on a simple timeline (e.g. my life → Great Fire → Neil Armstrong) and use time words accurately.

2. Historical enquiry and asking questions

- a. Ask and answer simple historical questions (Who? What? When? How did life change?) and begin to frame enquiry questions such as "How did the Great Fire change London?"

3. Using sources and interpreting evidence

- a. Examine a source (picture, diary excerpt, artefact replica) and say one thing it shows about the past and one question it raises (Do I trust this? Who made it?).
- b. Understand that historians use sources to find out about the past.

4. Making simple comparisons

- a. Compare aspects of life now and in the past (e.g. toys, houses, clothing, travel) and give basic reasons for differences (technology, materials, rules).

5. Communication

- a. Tell a short, structured historical account verbally or in writing/drawing using chronological language and select relevant vocabulary (e.g. cause, consequence, past, present, source).

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Year 2/3 - Cycle A

Victorians (1837 - 1901)



Historical Enquiry: What was life like for a Victorian child? How is this different from my life today?

How long ago was the Victorian era?



The Victorian era ran from 1837 to 1901. The Victorian era ended 124 years ago.



What was life like in the Victorian era?

Life was different for children depending on their family wealth. Wealthy children had expensive toys like clockwork trains and dolls houses. They would also often only see their parents once per week. Poor children wore cast-off clothes and were at risk of disease due to poor living conditions. They often had to work long hours in dangerous jobs.



What was a Victorian school like?

Ancient Egypt (Significant people: Hatshepsut (3,000 BC - 30 BC))



Historical Enquiry: What was life like as an Ancient Egyptian and how has this shaped civilisation?

Who were the Ancient Egyptians?



The Ancient Egyptians era began in 4300BC and ended in 30BC. The Egyptians lived along the River Nile in Northwest Africa. The Ancient Egyptians built great pyramids as tombs for their pharaohs and created art that depicted everyday life.

What was life like in Ancient Egypt?



Most Egyptians were farmers, who worked on the banks of the Nile on the fertile soil left behind by floods. Jobs were usually inherited from parents.



Families lived in mud-brick houses.

Ancient Egypt was split into classes, with the rich and powerful at the top and the poor at the bottom.

What did the Ancient Egyptians believe?

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Not all children went to school, only those who were from rich families were educated. Victorian schools were very strict and often inflicted harsh punishments on children, such as using the cane. Alongside reading, writing and arithmetic, children were taught different skills depending on their gender. Girls were taught needlework and homemaking, while boys were taught woodwork.



How was the life of a Victorian child different from my life today?

Poor children were forced to work in dangerous jobs during the Victorian era, whereas no children work in the modern era. All children go to school today, however only rich families sent their children to school during the Victorian era.



Vocabulary: decades, monarch, reign, poverty, evidence, era, Queen Victoria, industrialization.

The Ancient Egyptians believed in more than one God. They believed that the many gods and goddesses they believed in each had their own role to play in the world.



The Ancient Egyptians also believed in the afterlife. They believed that when people died, they would travel to the afterlife and become immortal.

How do we know so much about Ancient Egypt?

Historians have learned so much about Ancient Egypt from artefacts, monuments and tombs that have been discovered by archaeologists.



What were some key achievements of this civilisation?

The Ancient Egyptians invented hieroglyphs, a writing system that used symbols to represent words and sounds.



Built the pyramids, enormous structures still standing today. Preserved the bodies of pharaohs as mummies.

Who was Hatshepsut and why was she significant?

Hatshepsut was the second female pharaoh of Ancient Egypt. She was the first pharaoh to open trade links with other areas of Africa, making many in Egypt wealthy.

Vocabulary: government, culture, century, civilisation, agriculture,

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



pharaoh, tomb, Anubis, archaeologist, immortal, hieroglyphics.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



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Year 2/3 - Cycle B

Stone Age

Palaeolithic (2 million- 10,000 BC)
Mesolithic (10,000- 4,000 BC)
Neolithic (4,000-2,000 BC)



Romans and the British Resistance

Significant Person: Boudica
(AD 43- AD 410)



Historical enquiry: What was life like in the Stone Age?

How long ago was the Stone Age?



The Stone Age was approximately 2.0 million years ago and last until around 3,300 BC.



What was life like in the Palaeolithic age?

People in this period were hunter-gatherers. They used simple

Stone based tools and ate raw meat, fish, nuts, seeds and



Berries. People during this time were nomadic, meaning they moved from place to place and did not have a set home.

How did life change between the Palaeolithic and Mesolithic?

Life changed between these periods because humans began

To develop agriculture and permanent settlements.



What does Skara Brae tell us about life in the Stone Age?



Skara Brae tells us that Stone Age people lived in communities, with a

Historical Enquiry: How have past invasions shaped our way of life?

Who were the Romans and where did they come from?



The Romans were a group of people from the city of Rome in Italy. The Romans expanded their land by invading nearby lands.

What was Britain like before the Romans invaded?



Before the Roman's invaded, Britain was in the Iron Age. During this time, Britain was home to Celtic tribes who lived in small villages in wooden huts.

Why was the Roman army so successful in Britain?



The Roman army were very well organised. They were very strong and efficient.

They also had advanced weapons and protection, such as shields and armour.

The Romans also planned their battles carefully and used their resources well to

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



central hearth for warmth and cooking.

Artefacts found at Skara Brae such as pottery and ornaments tell us that some Stone Age people were skilled craftsmen.



Is there evidence of the Stone Age that can still be seen today?

Stonehenge is a famous British monument that was built during the Stone Age. Stonehenge still stands today and is visited by millions of people from around the world every year.

Vocabulary: hunter-gatherer, nomadic, cave paintings, artefacts, British Isles, civilisation, excavations, BC, AD, change, continuity, prehistoric, archaeologist, Stone Henge.

build roads and forts, making it easier to move quickly and safely.

Who was Boudicca, why was she significant and why did she rebel?



Boudicca was the leader of the Iceni tribe. She led a rebellion against the Romans due to how she was treated and how her land was taken when the Romans invaded.

Boudicca wanted to protect her tribe and seek revenge for the Romans cruelty.



What was life like in Roman Britain?

People lived in towns in buildings made of stone. Rich people lived in larger houses, while poorer people lived in smaller homes or huts.

Public baths were common. These were places people could socialise with each other.

The Romans built long, straight roads - making it easier to connect places and for goods to travel from place to place. This made trade easier and more effective.

What lasting impact did the Romans leave in Britain?

Roads - many Roman roads are still used today.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



The Romans introduced public baths, stone buildings and heating systems, making life more comfortable.

Social constructs that the Romans introduced to Britain, such as law and government, play a prominent role in modern Britain.

Vocabulary: resistance, invasion, conqueror, empire, emperor, legion, revolt, citizen, fleet, Celts, Iceni, aqueduct.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Year 4/5 - Cycle A

Bronze Age to Iron Age

Bronze Age (2,000- 800 BC)

Iron Age (800 BC- AD 43)



Ancient Greece

3,000 BC - 146 BC



Historical Enquiry: What was life like in the age of metal?

How did life change between the Stone Age and Bronze Age?



Why was bronze felt to be such a useful metal?



What was life like in the Bronze Age?



When was the Iron Age?



What was life like in the Iron Age?



How did the discovery of iron change civilisation?



Vocabulary: archaeologists, Neolithic, BC, AD, BCE, CE, alloy, tribe, prehistoric, roundhouse, circa, druids, hillfort, Celt, primary evidence, secondary evidence.

Historical Enquiry: What was life like in Ancient Greece?

Who were the Ancient Greeks?



What was life like in Ancient Greece?



How was the life of an Athenian different to that of a Spartan?



How do we know about life in Ancient Greece?



What did the Ancient Greeks believe?



Did the Ancient Greeks leave a lasting legacy?



Vocabulary: philosophy, Athenians, Spartans, democracy, theatre, acropolis, ancient, city state, myth, legacy, primary, secondary, Zeus, Poseidon, Athena, Aphrodite.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Year 4/5 - Cycle B

Benin
AD 850 - AD 1897



Tudors
AD 1485 - AD 1603



Historical Enquiry: Is the Kingdom of Benin lost?

How did the Kingdom of Benin develop and change?



What did the people of Benin believe in?



How do we know about the Kingdom of Benin?



What was life like in the Kingdom of Benin?



Who was Eweka and how did he come to be the Oba?



How did the Kingdom of Benin become powerful?



What change brought about the end of the empire?



Vocabulary: Oba, Ogiso, Osanobua, Edo, ohen, animists, empire, civil war, colonisation, rituals.

Historical Enquiry: What was life like for a Tudor?

Who were the Tudors?



Why is Henry VIII still infamous today?



Was Henry VIII a good monarch?



Was life the same for all in the Tudor era?



How did life change under the different Tudor monarchs?



Vocabulary: annulment, Elizabeth I, Henry VII, Henry VIII, Edward IV, Richard III, Mary I, Catholic, Protestant, reign, monarch.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Year 6

The Shang Dynasty
1600 BC - 1046 BC



Anglo-Saxon and Viking Britain
AD 410- 1066



Historical Enquiry: Who were the Shang?

What is the Shang Dynasty and how do we know about it?



A dynasty is a line of heredity rulers in a country. A dynasty starts when a ruler takes power. Usually, they then pass on their kingdom to their children when they die. But, in the Shang Dynasty power is passed on from brother to brother. The Shang was in power from 1600 BC to 1046 BC, this was during The Bronze Age. In 1899, a bone with writing on from The Shang Dynasty was discovered. Since then, thousands of these bones, called oracle bones, have been discovered which confirm that The Shang Dynasty existed.

What did it mean to be king of the Shang?



The head of The Shang government was the king. He was very powerful and supported by plenty of noblemen, some of which were his relatives. A Shang king's ambition was to further and expand their rule by capturing neighbouring lands and building fantastic buildings and monuments. The king had a special connection with the dead royal ancestors and the supreme god

Historical Enquiry: Who were the Anglo-Saxons and the Vikings?

Who were the Anglo-Saxons and were they invaders or settlers?



Near the end of Roman rule, Britain was being attacked by the Picts and Scots from the north, and the Anglo-Saxons from the sea. Saxon warriors were invited to Britain in around AD380 to help the Romans fight the Picts. The last Roman soldiers were ordered to leave in around AD410. Britain no longer had the strong Roman army to defend it from the invaders. There were many battles between Anglo-Saxons and Britons. Over time, the Anglo-Saxons took control of most of Britain. Anglo-Saxons came from lots of different tribes across modern-day Germany and Scandinavia. They migrated to Britain in large numbers during the fifth century, along with Franks from northern France and Frisians from Belgium and the Netherlands. These invaders are known as The Anglo-Saxons due to the two biggest tribes: The Angles and The Saxons.

Who were the Picts and Scots?



Just like the Romans, the Anglo-Saxons did not conquer the people living in northern Britain (now Scotland). The people living there were tribes known as the Picts and Scots. Accounts written by Romans and Anglo-Saxons describe them as 'foul hordes' and fierce in battle. The Picts had lived in northern Britain known as Caledonia for thousands of years. Some think the name Picts comes from the Latin 'pictus' meaning painted, linking to their practice of tattooing. The Scots had lived in northern Britain and Ireland for thousands of years. They were organised into a kingdom called Dal Raita; the hill fort of Dunadd is thought to have been its capital.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



Shangdi; this made him the closest human being to a god. He would seek counsel from the gods to make important decisions. The king had a lot to oversee in his land, including armies and noblemen that he needed support from. The strength and size of a king's army was a very important indicator of the power and might of a dynasty. The Shang had great, powerful armies that enabled them to rule for over 500 years through different kings. One of the biggest advantages the Shang had over their enemies was their horse-drawn chariots. Another great advantage of the Shang was their expert use of the metal bronze; they were excellent at making spear tips and axe heads. Shang soldiers were also provided with bronze shields to defend themselves.



How did the Shang take control?

In 1600 BC, emperor Jie of the Xia Dynasty was in charge. Emperor Jie was disliked by the people because he raised the taxes too high for poor people. There was a Mandate of Heaven, which Chen Tang saw (a great nobleman and warrior) and decided to lead others into victory in the Battle of Mintiao. Emperor Tang was a popular leader because he lowered taxes and reduced the amount of people that had to become soldiers.



What was life like for the people of Shang?

Whilst the rich lived contently, the Shang peasants would have lived in pits dug into the earth, covered by a very basic roof. Thought they were constantly cultivating food, it is clear from their skeletons that they were malnourished. Not everyone lived inside the city walls. Farmers and craftsmen often lived outside of the city in villages in the countryside. The majority of people would have lived as peasants. They would have lived



What was Britain like before the first Viking invasion?

The period after the Romans left Britain, is referred to as the 'dark ages' this is due to the constant battles for power and land. Most Anglo-Saxons lived in small villages, in small timber houses, often built over a shallow cellar in the ground. The houses had one or two rooms where people would work, cook and sleep. Villages usually had a large timber hall, where people came together for feasts. Some villages had stone churches. Most Anglo-Saxons were farmers, looking after cows, sheep and pigs. Women and children would help with farming by weeding or herding sheep. Some men specialised in crafts like pottery, carpentry, metalwork or glass blowing. Women would dye and spin wool into yarn and weave it into cloth before cutting and sewing the fabric to make cloaks, tunics and leggings. Storytelling was important to Anglo-Saxons, and they liked to play board games such as merels and tabula.



When and why did the Vikings invade Britain?

In 793, the Vikings invaded England, they came from a group of countries called Norse countries: Norway, Sweden and Denmark (now known as Scandinavia.) The Vikings invaded Britain to gain the riches to be had there, as well as to find farmland. Scandinavia, especially Norway, was becoming overpopulated and there wasn't enough land to go around.



How did the Viking settlement of Britain affect the Anglo-Saxons?

In 865, the Vikings marched into England and over the next few years conquered East Anglia and Northumbland, set up a base in York, attacked and

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



simple lives, tending to their fields and caring for their animals. They would have gathered water from rivers or streams for drinking and washing. Children would not have gone to school but would have helped their parents with chores around the home. Children of noble families probably had private tutors to teach them.

How did the Shang Dynasty end?



The last king of the Shang Dynasty was called King Zhou, who was a greedy and cruel king. In around 1046 BCE, there was a mandate of heaven, and these only happen every 516 years! The last time being when Chen Tang saw and became emperor. King Wu saw this Mandate of Heaven and decided to act, as he was angry at King Zhou for killing his brother and deemed the Shang King as evil and that heaven no longer wanted him to reign.

Vocabulary: dynasty, Xia dynasty, hierarchy, social hierarchy, Bronze Age, oracle bones, Shangdi, inheritance, ancestor, nobility, diviner, sacrifice, peasant, heir, reign, rank, slave, honour, merchants, Mandate of Heaven.

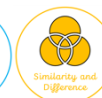
seized Nottingham in Mercia. The kings of the seven kingdoms tried to unite against the Vikings but were unable to defeat them. Growing war-weary, King Alfred decided he would try and buy peace instead, part of the agreement was that Vikings would convert to Christianity. So, Alfred paid 'Dangeld' (a bribe) and peace lasted for five years.

Who was King Alfred and why was he known as 'Alfred the Great'?



Alfred was born in 849 into the family that ruled Wessex. Alfred took to the throne at just twenty-two years of age. Alfred defeated the Vikings at the battle of Wedmore, before making a peace treaty with them: the Vikings would occupy the northeast of England, which was known as Danelaw. King Alfred became 'King of all England', uniting the Anglo-Saxon kingdoms and creating a sense of unity. During his reign, Alfred organised for forts and fortified towns to be built known as 'burhs'. He also was the first English king to establish a fleet of fighting ships. King Alfred was also an advocate for learning and set up a court school for his children and the children of nobles.

What was life like for Vikings living in Britain?



Viking society was structured in a similar way to that of the Anglo-Saxons. There was a king who was the most important and powerful person. Instead of nobles there were chieftains who were often landowners and leaders in battle. For both Anglo-Saxons and Vikings, the women worked in the home, preparing food, looking

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



after the children and making the clothes. Most children did not go to school and could not read or write. Instead, they helped their parents and learnt how to jobs they would need when they grew up. The Vikings also brought their religion to England. The Norse gods were like the Anglo-Saxon gods. However, like the Anglo-Saxons, many of the Vikings converted to Christianity soon after they settled in Britain.

How and when did England become a unified country?



By 1015, Cnut had gained control of most of England. London remained loyal to Edmund who was crowned king at St Paul's Cathedral in 1016. Ethelred died in 1016 and left the throne to his son, Edmund. The Witan decided that Sveyn's son, Cnut, should be king to promote peace and to stop the high Danegeld payments. Cnut and Edmund came to an agreement: the lands of England would be split between Cnut and Edmund. When one or other of them died, the remaining lands would pass to the survivor. Cnut did not have to wait long. Edmund died just a few months later in November 1016. Cnut became the first king to be ruler of all the kingdoms of England. His reign was very successful. He died in 1035. So, by 1016, England had become one country, unifying the Danelaw and Anglo-Saxon kingdom and was under the control of a single Viking King. The territory of England was now established as it still remains today.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



How did the Anglo-Saxon and Viking era end in Britain?

After Cnut's death in 1035, Edward (the Confessor) became king; he died in 1066 leaving no children behind. There were disagreements for whom should claim the throne, three men stepped forward as having claim to the throne: Harold Godwinson, William Duke of Normandy and Harold Godwinson. William was Edward's cousin and claimed that he had been promised the throne in 1051. However, on Edward's deathbed he had named Harold Godwinson as his successor. William gathered an army to attack and won at the Battle of Hastings in 1066. William was crowned King of England on 25th December 1066, earning the title of William the Conqueror.

Vocabulary: dark ages, Angles, Saxons, Jutes, Anglo-Saxons, Vikings, Celt, Pictland, Gaelic, pagan, Normans, Northumbria, Mercia, East Anglia, Wessex, monastery, Danegeld, Valhalla, Battle of Brunaburh, conquest, colonise, successor, thane, chieftain.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



By the end of Key Stage 2 pupils at Littlebourne will be confident, enquiring historians. They will retain substantive knowledge of the ordered sequence of British and wider world history studied in the scheme (Stone Age → Iron Age, Romans, Anglo-Saxons & Vikings, Tudors, Victorians, Benin, Shang, Ancient Greece, Ancient Egypt, Bronze Age / Iron Age, etc.), know key cause-consequence relationships, and be able to use a range of sources to build, test and communicate historically-plausible explanations. Pupils will routinely apply disciplinary skills (chronology, interpretation, source-evaluation, making connections and sustained historical explanation) and transfer these to unfamiliar questions and local contexts.

A. Substantive knowledge (what pupils will know and remember)

1. Chronological breadth and secure anchors
 - a. Confidently place the major periods studied (Stone Age, Bronze/Iron Age, Romans, Anglo-Saxons & Vikings, Tudors, Victorians, Benin, Shang, Ancient Greece, Ancient Egypt, modern exploration and exploration case studies) on a timeline and explain approximate dates/centuries and relative sequence.
 - b. Use anchors from the scheme (e.g. Great Fire 1666; Neil Armstrong 1969; Columbus 1492) to orientate less-familiar periods.
2. Knowledge of key periods and turning points (selected examples pupils must remember)
 - a. Stone → Bronze → Iron: how technology and settlement changed daily life and social organisation.
 - b. Roman Britain: conquest, Roman infrastructure (roads, towns, baths), and lasting legacies.
 - c. Anglo-Saxons & Vikings: migration, settlement, kingdoms, and how they contributed to the shape of England.
 - d. Tudors and Victorians: monarchy, social change, exploration, and industrialisation with its social consequences.
 - e. Benin, Shang, Ancient Greece and Ancient Egypt: chosen non-European civilisations — their political structures, achievements, belief systems and sources of evidence.
 - f. Modern turning points: exploration, moon landing, and technological change that altered everyday life.
3. Causation, continuity and change
 - a. Explain causes and consequences for major events (e.g. why Roman invasion occurred and its effects; how the Great Fire changed building regulations and emergency responses).
 - b. Identify what changed and what stayed the same across periods (e.g. continuity in settlement patterns vs changes in technology and governance).

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



4. Knowledge of evidence and interpretation

- a. Know key types of sources (artefacts, written records, monuments, archaeological remains, oral histories, paintings) and concrete examples used in the scheme (Samuel Pepys' diary, artefacts from Ancient Egypt, oracle bones for Shang).
- b. Understand that sources can be incomplete, biased or open to interpretation.

B. Disciplinary knowledge (skills and ways of thinking)

1. Chronology and periodisation

- a. Confidently construct multi-stage timelines, use centuries/BC/AD appropriately and explain why period labels are useful yet sometimes contested.

2. Historical enquiry and questioning

- a. Frame focussed enquiry questions (Why did X happen? How did life change for Y group? How reliable is source Z?) and plan an enquiry that uses appropriate source types.

3. Source analysis and corroboration

- a. Evaluate sources for origin, purpose, content and value/limitation; compare multiple sources and use corroboration to support or challenge an interpretation.

4. Reasoned explanation and argument

- a. Build sustained written and oral explanations that link evidence to claims (cause → effect, change → consequence), using subject vocabulary and supporting detail.

5. Making connections, second-order concepts and historical thinking

- a. Use second-order concepts (causation, significance, continuity and change, similarity and difference, evidence) to compare different periods and explain broader patterns (e.g. why some societies urbanise, how trade shapes empires).

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



6. Communication in history

- a. Present findings in varied forms (structured essays, annotated timelines, source dossiers, museum-style panels) with clear referencing of evidence.

LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



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| <p>YEAR 1</p> | <p>What was London like at the time of the fire and how is it different today?</p> <p>How do we know about the Great Fire of London?</p> <p>How were the journeys of Christopher Columbus and Neil Armstrong similar or different?</p> <p>Did Christopher Columbus and Neil Armstrong use the same material for their vessels?</p> <p>How has expedition clothing adapted and changed over the years?</p> | <p>How did the Great Fire of London start?</p> <p>What caused the fire to spread so quickly and how was it put out?</p> <p>How do we know about the Great Fire of London?</p> | <p>What was the impact of the Great Fire of London?</p> <p>How has the Great Fire of London developed responses to fires today?</p> <p>Who was Christopher Columbus and what did he do?</p> <p>Who was Neil Armstrong and why is he remembered today?</p> | <p>What makes someone a significant person?</p> <p>How has the Great Fire of London developed responses to fires today?</p> |
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LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



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| <p>YEAR 2/3</p> | <p>How long ago was the Victorian Era?</p> <p>What was life like in the Victorian Era?</p> <p>What was a Victorian school like?</p> <p>How was the life of a Victorian child different from my life today?</p> <p>What were the differences in the lives of a poor and rich Victorian child?</p> <p>Who were the Ancient Egyptians?</p> <p>What was life like in Ancient Egypt?</p> <p>What did the Ancient Egyptians believe?</p> | | <p>What was life like in Ancient Egypt?</p> <p>What was life like in the Victorian era?</p> <p>How do we know so much about Ancient Egypt?</p> <p>What were some key achievements of this civilisation?</p> | <p>Who was Hatshepsut and why was she significant?</p> <p>What did the Ancient Egyptians believe?</p> <p>What were the differences in the lives of a poor and rich Victorian child?</p> |
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LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



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| | <p>How long ago was the Stone Age?</p> <p>What was life like in the Palaeolithic?</p> <p>How did life change between the Palaeolithic and the Mesolithic?</p> <p>What changed and what stayed the same in the Neolithic?</p> <p>What does Skara Brae tell us about life in the Stone Age?</p> <p>What was Britain like before the Romans invaded?</p> <p>Who were the Romans and where did they come from?</p> <p>What was life like in Roman Britain?</p> <p>What lasting impact did the Romans leave in Britain?</p> | <p>Who were the Romans and where did they come from?</p> <p>Why was the Roman army so successful in Britain?</p> <p>Who was Boudicca, why was she significant and why did she rebel?</p> | <p>What lasting impact did the Romans leave in Britain?</p> <p>Why was the Roman army so successful in Britain?</p> <p>How did life change between the Palaeolithic and the Mesolithic?</p> <p>What changed and what stayed the same in the Neolithic?</p> <p>How do we know about the Stone Age?</p> | <p>Who was Boudicca, why was she significant and why did she rebel?</p> <p>Why was the Roman army so successful in Britain?</p> |
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LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



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| <p>YEAR 4/5</p> | <p>How did life change between the Stone Age and the Bronze Age?</p> <p>What was life like in the Bronze Age?</p> <p>What was life like in the Iron Age?</p> <p>When was the Iron Age?</p> <p>Who were the Ancient Greeks?</p> <p>What was life like in Ancient Greece?</p> <p>How do we know about the Ancient Greeks?</p> | <p>How did the discovery of iron change civilisation?</p> <p>How was the life of an Athenian different to that of a Spartan?</p> | <p>How did life change between the Stone Age and the Bronze Age?</p> <p>How did the discovery of iron change civilisation?</p> <p>Why was bronze felt to be such a useful material?</p> <p>Did the Ancient Greeks leave a lasting legacy?</p> | <p>How did the discovery of iron change civilisation?</p> <p>What was life like in the Iron Age?</p> <p>How was the life of an Athenian different to that of a Spartan?</p> |
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LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



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| <p>YEAR 4/5</p> | <p>What did the people of Benin believe in?</p> <p>How do we know about the Kingdom of Benin?</p> <p>What was life like in the Kingdom of Benin?</p> <p>Who were the Tudors?</p> <p>Was life the same for all in the Tudor era?</p> <p>How did life change under the different Tudor monarchs?</p> | <p>How did the Kingdom of Benin become so powerful?</p> <p>What change brought about the end of the empire?</p> | <p>How did the Kingdom of Benin develop and change?</p> <p>How do we know about the Kingdom of Benin?</p> <p>Was life the same for all in the Tudor era?</p> <p>How did life change under the different Tudor monarchs?</p> | <p>Who was Eweka and how did he come to be Oba?</p> <p>How did the Kingdom of Benin become so powerful?</p> <p>Why is Henry VIII still infamous today?</p> <p>Was Henry VIII a good monarch?</p> |
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LITTLEBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL



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| YEAR 6 | <p>What was Britain like before the first Viking invasion?</p> <p>What was life like for Vikings living in Britain?</p> <p>How and when did England become a unified country?</p> <p>What was life like for the people of Shang?</p> <p>How did the Viking settlement of Britain affect the Anglo-Saxons?</p> <p>What is the Shang Dynasty and how do we know about it?</p> | <p>When and why did the Vikings invade Britain?</p> <p>How did the Viking settlement of Britain affect the Anglo-Saxons?</p> <p>How did the Anglo-Saxon and Viking era end in Britain?</p> <p>How did the Shang take control?</p> | <p>How and when did England become a unified country?</p> | <p>How did the Viking settlement of Britain affect the Anglo-Saxons?</p> <p>How did the Anglo-Saxon and Viking era end in Britain?</p> <p>When and why did the Vikings invade Britain?</p> <p>What did it mean to be king of the Shang?</p> <p>Who was King Alfred and why was he known as 'Alfred the Great'?</p> |
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