



History at SMFR 2024-25

Topic Overview (Cornerstones)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Childhood	Movers and Shakers – Significant people	Through the Ages – Stone Age to Iron Age	Invasions – Anglo Saxons	Dynamic Dynasties – The Shang Dynasty	Maafa – Kingdom of Benin, Africa
Spring					Groundbreaking Greeks	
Summer	School Life – Victorians	Magnificent Monarchs	Emperors and Empires – Romans	Ancient Civilisations – Ancient Sumer & Ancient Egypt		Britain at War (Local History Study)

				
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Local History	Knowledge	<p>Me and My Community</p> <ul style="list-style-type: none"> • Begin to know that people change as they grow <p>Dangerous Dinosaurs</p> <ul style="list-style-type: none"> • Begin to know that living things including dinosaurs lived millions of years ago 	<p>Lets Explore</p> <ul style="list-style-type: none"> • Observe how our local area has changed over time <p>Marvellous Machines</p> <ul style="list-style-type: none"> • Know that machines and vehicles have changed over time <p>Long Ago</p> <ul style="list-style-type: none"> • Understand the past only includes things that have already taken place. • Know that clothes, objects, toys and the way people lived in the past is different to today • Know a timeline shows the order things happen 	
		<p style="text-align: center;">School Days</p> <ul style="list-style-type: none"> • Know the important events in St Mary's Farnham Royal School history including celebrations and anniversaries as well as old head/teachers. • Know that the coronation of Queen Elizabeth II was a key event 	<p style="text-align: center;">Movers and Shakers</p> <ul style="list-style-type: none"> • Know that Christopher Columbus was a significant person who discovered America • Know that Neil Armstrong was the first man to walk on the moon. • Know that Rosa Parks changed the rules around Black people's rights. • Recall the facts about significant people • Know explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets. 	
Significant individuals and changes over time	Knowledge		<p style="text-align: center;">Childhood</p> <ul style="list-style-type: none"> • Know that people grow from being babies to toddlers, then children, adolescents, adults and elderly people • Know that events can be ordered chronologically on a timeline. • Use words and phrases used to describe the passing of time 	<p style="text-align: center;">Magnificent Monarchs</p> <p>Monarchs: Three of the following;</p> <ul style="list-style-type: none"> • William the Conqueror • Henry VIII • Elizabeth 1 • Queen Victoria • Elizabeth II • Alfred the Great • Know the definition of a monarch • Talk about their power • Recall the achievements of the monarchs learnt • Compare three monarchs and time periods

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				<ul style="list-style-type: none"> • Know that today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation. • Visit to Windsor Castle to begin to understand people, places and events in locality.
Skills	<ul style="list-style-type: none"> • Say how they have changed over time – begin to make sense of their own life story • Show and interest in the lives of familiar people. • Be aware of people and events from the past. • Talk about some of the things they have observed. 	<ul style="list-style-type: none"> • Comment on images of familiar events • Compare and contrast characters from stories and significant people in the past • Know some similarities and differences between things in past and present 	<ul style="list-style-type: none"> • Identify the stages that people go through as they grow older • Put events in chronological order time vocab • Recall information about the life of someone famous • Use common words and phrases relating to the passing of time to communicate ideas and observations • Describe an aspect of everyday life within or beyond living memory. • Describe a significant historical event in British history. • Describe important events in the school's history. • Explain how the local area was different in past 	<ul style="list-style-type: none"> • Sequence significant information in chronological order. • Use historical models to make judgements about significance and describe the impact of a significant historical individual. • Use the historical terms year, decade and century. • describe how an aspect of life has changed over time. • Explain why an event from the past is significant. • Present historical information in a structural model e.g. completing a table or timeline • Examine an artefact and suggest what it is, where it's from, when and why it was made and who owned it.



Sequencing of Knowledge and Skills KS2 in History at SMFR				
	Year 3	Year 4	Year 5	Year 6
Local History	'Local History Week' Focus in Spring Term 1- 19th-23rd May 2025			Local History Study – War Memorials at St Mary's Church
British History	Through the Ages - Stone Age to Iron Age	Invasions - Anglo-Saxons	Groundbreaking Greeks	Britain at War
	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • Understand how our past is constructed by a range a source. • Organise relevant historical information about the Stone Age period in relation to different periods in history. • Know how human history developed through the use of weapons and tools. • Know that tools and weapons are primary sources of evidence. • Understand how our knowledge of the past is constructed from a study of its people. • Understand the job of a blacksmith in the Iron Age 	<ul style="list-style-type: none"> • Know when and why the Romans left Britain • Know who the Anglo-Saxons were and the impact of their invasion • Recall the beliefs of the early Anglo-Saxons • Understand the importance of Sutton Hoo 	<ul style="list-style-type: none"> • Know there are six periods in ancient Greek history • Understand that the Minoans were peaceful farmers, fishermen and traders. • Know that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion. • Begin to notice contrasts between the Greek civilisation's decline in the Dark Age and its development in the Archaic period. • Understand that democracy is still evident in many countries around the world. • Know that DEAs from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today. 	<ul style="list-style-type: none"> • Know the First World War was an international conflict • Recall important events during the First World War • Recall the key causes of the Second World War • Know the Second World War started in 1939 when Adolf Hitler invaded Poland.



	Emperors and Empires – Romans	Ancient Sumer & Ancient Egypt	Dynamic Dynasties – The Shang Dynasty	Maafa – Kingdom of Benin. Africa
Ancient Civilisations	<ul style="list-style-type: none"> • Know when Emperor Claudius conquered England and Wales • Understand what life was like during Roman era • Know about the mythical creation of Rome and the myth of Romulus and Remus. 	<ul style="list-style-type: none"> • Know the Ancient Sumer was the first civilisation to develop c4500 BC. • Nomads settled there because of the food and water available in the Fertile Crescent. • Understand the Ancient Sumerian inventions made tasks quicker and easier • Know the Sumerian hierarchy – lugal, priests etc. • Know that Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC • Know the Egyptian hierarchy - vizier, priests, scribes etc • Know a pharaoh was a ruler of ancient Egypt and was in charge of many things. 	<ul style="list-style-type: none"> • Know that China is the longest lasting civilisation starting with the Xia Dynasty in c2070. • Understand The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China. • Recall information about oracle bones; pieces of animal bone that were used by diviners in the Shang Dynasty. • Know about the bronze casting technique in the Shang Dynasty • Know about The Shang Dynasty hierarchy 	<ul style="list-style-type: none"> • Know the ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897. • Understand how Britain played a key role in the Maafa, which is a term meaning the history and effects of the transatlantic slave trade. • Know that the triangular slave trade consisted of three journeys: • Know about the lives of enslaved people • Understand that many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery. • Know that campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery. • Know the Race Relations Act of 1965 was the first piece of British legislation that dealt with racism

Skills	<ul style="list-style-type: none"> • Develop a secure chronological knowledge and awareness and begin to place events and information on a timeline using dates • Compare and describe ways in which human invention and ingenuity have changed how people live. • Describe the everyday lives of people from past historical periods 	<ul style="list-style-type: none"> • Place events and information on a timeline using dates. • Explain in detail the multiple causes and effects of significant events. • Describe a series of significant events, linked by a common theme, that show changes over time. • Understand how the knowledge of the past is constructed from a range of sources and can help to explain and answer questions 	<ul style="list-style-type: none"> • Begin to use dates and historical terms more accurately in describing events. • Articulate and organise important information and write detailed historical accounts using topic related vocabulary. • Explain how everyday life in an ancient civilisation changed or continued during different periods. • Analyse trends over time • Use a range of historical sources or artefacts to build a knowledge of a historical event or person. 	<ul style="list-style-type: none"> • Use dates and historical terms accurately in describing events. • Use a range of sources to create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy) • Articulate and present a clear, chronological world history narrative within and across historical periods studied.
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	<ul style="list-style-type: none"> • Develop an understanding how the knowledge of the past is constructed from a range of sources and can help to explain and answer questions • Begin to devise historically valid questions about change, cause, similarity and difference and significance. • Observe and use sources to help explain and answer questions. 	<ul style="list-style-type: none"> • Devise historically valid questions about change, cause, similarity and difference and significance. • Use sources to support historical arguments and answer questions. 	<ul style="list-style-type: none"> • Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. • Understand the difference between primary and secondary sources • Devise historically valid questions about change, cause, similarity and difference and significance and begin to suggest answers. • Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). • Suggest suitable sources for historical enquiry and use them to answer questions and support arguments. 	<ul style="list-style-type: none"> • Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Devise historically valid questions about change, cause, similarity and difference and significance and begin to suggest answers. • Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. • Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance
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Historical Vocabulary – Autumn Term

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
same different	life history family memory past	Childhood adult artefact baby child childhood coronation decade elderly family tree past present teenager toddler	Movers and Shakers activist artist campaign chronological order Dawson's model diamond ranking discovery explorer fact fossil infection invention monarch monument opinion protest rights role model scientist sculpture significant speech stamp statue suffragette timeline travel viewpoint vote	Stone Age to Iron Age AD archaeologist ard artefact BC Briton bronze Bronze Age Celt circa copper druid earthwork era . flint hammerstone hand axe henge hillfort Homo erectus Homo heidelbergensis Homo neanderthalensis (Neanderthal) sapiens hunter-gatherer invention iron Iron Age long barrow . loom megalith Mesolithic metalworker	Invasions - Anglo Saxons Angle Great Heathen Army longship Saxon Anglo-Saxon heptarchy Mercia Scandinavia archbishop hierarchy monastery Scot Battle of Hastings invader monk settlement Celt invasion myth slave Celtic jarl mythology Sussex ceorl Jorvik Norman Sutton Hoo Christianity Jute Northumbria thegn	Dynamic Dynasties afterlife Bronze Age divination legacy agriculture chariot dragon legalism ancestor China dragon bones li Anyang civilisation dynasty military archer clan emperor oracle bones armour composite bow Great Wall of China patina bamboo Confucianism Han Dynasty pictograph battleaxe dagger-axe hierarchy plastron bi deity	Maafa abolish Abolition of the Slave Trade Act abolitionist Africa Americas apprenticeship Atlantic Ocean auction Britain Caribbean chattel civilisation coastal fort coffle colonisation compensation Congo Basin cotton dehumanise descendant diaspora discrimination emancipation enslavement enslaver exploitation export freedom Gold Coast import indenture indigenous Industrial Revolution

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				microlith migration Neolithic nomad ore Palaeolithic Plough prehistoric primary source quern radiocarbon dating roundhouse secondary source settlement sickle stone Stone Age stone circle tin tranchet adze wattle and daub	church karl Old English thrall Danelaw Kent pagan trader East Anglia king Pict Viking Essex Kingdom raider Wessex	inscription power bronze ding jade Qin Dynasty sacrifice Silk Road Warring States Period Yinxu shaman Spring and Autumn Period Xia Dynasty zeng Shang Dynasty taotie Yangtze River Zhengzhou Shangdi Terracotta Army Yellow Emperor Zhou Dynasty silk tomb Yellow River	Islam Kingdom of Benin maafa Maroon marronage merchant bank middle passage mistreatment natural resource New World Nigeria oba oppression parliament petition plantation plantation owner port Portugal punishment Race Relations Act racial ideology racism rebellion resistance restrain revolt Royal Navy runaway Sahara Seychelles shackles slave ships slave trade slavery Slavery Abolition Act Spain sugar
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