



History Knowledge

In Reception, history is featured as part of ‘*Understanding the World*’ in Development Matters – the scheme to which we follow for our Reception curriculum. We have carefully planned and based our learning for History for the Reception children from this, and have designed their curriculum to provide the foundations for the later knowledge and skills to be built upon (please see progression of skills document).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Sharing own life stories. Discussion about differences.</p> <p>Children will:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	<p>Remembrance Day Fireworks – Why do we have bonfires and fireworks?</p> <p>Children will:</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	<p>Nursery Rhymes – historic texts</p> <p>Children will:</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	<p>Comment on images of familiar situations in the past.</p> <p>Children will:</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	<p>What did farming used to look like?</p> <p>Children will:</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	<p>How has our world changed?</p> <p>Children will:</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past.

In years 1 through to 6, each History topic studied at Brize Norton School has core knowledge which all children are taught to know and remember. In addition, because each topic is studied by children of different ages, there is a list of “more” knowledge which some will know and remember. This is aimed at, but not limited to, the older children studying the topic.



Lower School Year 1 - 3 Core and More

Journey Plan A 2021 – 22 2024 – 25	Core	More
Toys through time	<ul style="list-style-type: none"> - Know about the range of toys children play with today - Compare this with the toys played with by their parents and grandparents - Compare this with toys played with in Victorian times - Identify similarities and differences between different periods in the past and between then and now - Know that Victorian times was about 150 years ago 	<ul style="list-style-type: none"> - Explore why some toys have endured, why some have dropped out of favour and why some toys today were unavailable in the past (e.g. technological changes) - Understand why certain materials (e.g. wood) were used more in the past and why others (e.g. plastic) are more common now - Explore in detail how particular types of toy have evolved (e.g. Lego, computer games), with dates
Medieval Castles	<ul style="list-style-type: none"> - Know why castles were built - Know the parts of a motte and bailey castle - Know what life in the castle was like for different groups of people (e.g. soldier, cook, lady) - Know how castles were attacked and defended - Know the story of the Siege of Oxford in 1142 and Queen Matilda's escape from Oxford Castle 	<ul style="list-style-type: none"> - Know the main causes of the civil war between Stephen and Matilda, and explain why Matilda's escape in 1142 was necessary. Know the outcome of the civil war up to Henry II's coronation in 1154. - Explain how castles developed over time (comparing Oxford Castle with Warwick) and why they declined
Dinosaurs (local focus)	<ul style="list-style-type: none"> - Know which dinosaurs were local to England and to Oxfordshire, in particular megalosaurus, plesiosaurus, ichthyosaurus, cetiosaurus - Know what England and Oxfordshire were like in the time of the dinosaurs (plants, sea and land) - Know the stories of Mary Anning and William Buckland and what they found out <p>https://oumnh.ox.ac.uk/megalosaurus-and-oxfordshire-dinosaurs</p> <p>https://morethanadodo.com/2018/09/27/pieces-of-a-plesiosaur</p>	<ul style="list-style-type: none"> - Tell and compare the stories of Mary Anning and William Buckland with dates - Compare the local dinosaurs with the more famous ones (location, dates, appearance, lives), e.g. Megalosaurus with T-Rex; plesiosaurus and ichthyosaurus with modern dolphins, cetiosaurus with brachiosaurus / diplodocus - Know how people's understanding of dinosaurs has changed, e.g. comparing the Crystal Palace dinosaurs with what we now know about Megalosaurus, the early puzzle about iguanodon's spikes and (bringing it up to date) the question of which dinosaurs had feathers <p>https://www.nhm.ac.uk/discover/crystal-palace-dinosaurs.html</p>



		https://www.nationalgeographic.com/animals/article/160405-dinosaurs-feathers-birds-museum-new-york-science
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Journey Plan B 2022 – 23 2025 - 26	Core	More
Houses through time	<ul style="list-style-type: none"> - Explore the ways in which houses have changed over the time of our parents and grandparents - Study how particular aspects of life have changed and have stayed the same, including cooking, heating the house and leisure time - Compare this with what we can find out about houses in Victorian times 	<ul style="list-style-type: none"> - Study a particular way in which houses have changed over the last century and a half using a range of sources, with dates, e.g. home entertainment, cooking
Comparing explorers: Christopher Columbus and Zheng He	<ul style="list-style-type: none"> - Know when and where Christopher Columbus (1451) and Zheng He (1371) were born, and how long ago that was - Know and order the key events in their lives - Know where they travelled and what they found there - Know how they explored the world 	<ul style="list-style-type: none"> - Know why they wanted to explore the world, and why these voyages are such important historical events (the exploration and colonization of the Americas, for example.) - Know the different pieces of evidence we have about the two explorers - Know the differing legacy of the two explorers: the Spanish followed up Columbus' exploration with conquest but the Chinese moved on to other priorities after Zheng He
The first Aeroplane Flight	<ul style="list-style-type: none"> - Know when the first aeroplane flight took place - Know who the Wright brothers were and some key facts about them. - order key events in the Wright brothers lives - know about the flight of the first power driven aeroplane. - To have some understanding about how a plane flies through experimenting. 	<ul style="list-style-type: none"> - Know how aeroplanes have changed - To compare the advantages and disadvantages of the early attempts of flight to other modes of transportation.

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Journey Plan C 2023 – 24 2026 - 27	Core	More
Schools through time (local focus)	<ul style="list-style-type: none"> - Explore the ways in which schools have changed over the time of our parents and grandparents - Explore how Brize Norton School has changed in the years since it was built, in terms of buildings, school life and curriculum - Use a range of sources, including oral history, pictures, old documents and the building itself - Know the date the school was built (1875) and how long ago that was 	<ul style="list-style-type: none"> - A study of how schools operated in the years follow 1875: how classrooms were laid out, how teachers taught, how behaviour was managed, how children of different ages were taught, what happened when children left school
Great Fire of London	<ul style="list-style-type: none"> - Know what London was like before the fire (for example: the buildings were made of wood and were packed tightly together, the plague was rife.) - Know how and when the fire started; know how many years ago it happened. - Know why the fire burned for so long and caused so much damage (position of the buildings; long, hot summer meant dry wooden buildings; strong wind; ineffective fire-fighting.) - Know how long it burned for and how it eventually stopped. - Know some outcomes of the fire (eg it helped stop the plague, 'insured' fire-fighting services were set up but a proper fire service was not formed until 1866, many people homeless, London rebuild -buildings were made from brick and were built further apart.) 	<ul style="list-style-type: none"> - Know the different options which were put forwards for London after the fire, what was chosen and why - To know about Christopher Wren and what he was trying to achieve with some of his new buildings, especially how St Paul's Cathedral differed from its predecessor and the purpose of the Monument
Significant people from Oxfordshire	William Morris (link to Art? Visit house?)	<ul style="list-style-type: none"> To know how his work has impacted on present day. To understand who and what influenced him



	<p>To understand who William Morris was and his link to Oxfordshire</p> <p>To order key events in his life.</p> <p>To recognize some significant work of his.</p> <p>To recognize patterns and the style he used</p>	
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Upper School Year 4 - 6 Core and More

Journey Plan A 2021 – 22 2024 – 25	Core	More
The changing power of monarchs over time	<p>William the Conqueror</p> <p>- Know that in the Middle Ages, the king was the most important man in England. He ruled over all the people in his kingdom with the support of his barons and the Church. The king owned all the land and gave estates to his followers. In return for their estates, the king's followers promised to be loyal to him. They also provided him with knights to serve in his army and gave him money and advice.</p> <p>King John</p> <p>- Know that King John was forced to sign the Magna Carta in 1215. Know what he did and know that this changed the monarchy as this was the first time an English king had been challenged by his own subjects for being a harsh ruler.</p> <p>Elizabeth I</p>	<p>- Compare and contrast these different monarchs, identifying similarities and differences</p> <p>- Understand the changes in the role of the monarchy as a progression over time</p> <p>- Supplement knowledge of these monarchs with their own research into others, such as Richard the Lionheart, Henry VIII or Queen Victoria. Know how these monarchs reinforced their power and shared it with others. Compare this monarch with the ones directly taught.</p>



	<ul style="list-style-type: none"> - Know how she was the first successful, powerful female ruler. Know how she used speeches (e.g. the speech at Tilbury) and her clothing to reinforce her power <p>Charles I, Charles II and Oliver Cromwell.</p> <ul style="list-style-type: none"> - Know the reasons why Charles I ended up ruling without parliament. Establish events leading up to the English civil war and the abolition of the monarchy. Know how the monarchy was restored. <p>Queen Elizabeth II</p> <ul style="list-style-type: none"> - Know that by the start of Queen Elizabeth's reign in 1952, all power lay in the hands of Parliament in Westminster. Find out why. Know the role of the monarch today. 	
Ancient Greece	<ul style="list-style-type: none"> - Know when and where the Ancient Greek people lived and be able to order some events from the time on a timeline - Know what life in Ancient Greece was like - Compare the city states of Athens and Sparta, in particular their political systems (democracy and dual monarchy) - Know about Ancient Greek gods and goddesses - Know how the Ancient Olympics compare with the Olympics today and how the one has inspired the other 	<ul style="list-style-type: none"> - Describe some key facts about the Battle of Marathon and the Persian War. Know that Herodotus' account of these form the first "history" - Know about other famous Greek thinkers and how they have influenced the Western world: Socrates (Philosophy), Pythagoras (Mathematics – his theorem), Aristophanes (theatre), Sappho (poetry), Archimedes (Science) - Know about Ancient Greek architecture and how it has influenced much architecture today (e.g. the Ashmolean)
Ancient Egypt	<ul style="list-style-type: none"> - Know where and when the Ancient Egyptians lived. - Understand why the Nile was so important and necessary to the Ancient Egyptians. - Find out about the different ways in which Ancient Egyptians lived and worked, including how society was structured. - Understand how Gods and the afterlife underpinned Ancient Egyptian society. 	<ul style="list-style-type: none"> - Understand how long the Ancient Egyptian period was and how it changed over time in terms of tomb building (from pyramids to buried tombs) and relationships with the wider world - Know how hieroglyphic writing worked in terms of a non-alphabetic writing system - Compare Ramesses II with Tutankhamun: what we can know about him from the evidence



	<ul style="list-style-type: none"> - Know how tombs were built and decorated and how mummies were made - Study Tutankhamun: what we can know about him from the evidence 	
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Journey Plan B 2022 – 23 2025 - 26	Core	More
Local History (with Second World War focus)	<ul style="list-style-type: none"> - Know that RAF Brize Norton opened in 1937, and that the airfield was first used for flying training by the Royal Air Force. - Know that by December 1944, the airfield had two concrete runways, and 33 aircraft hangars of various types. There was permanent accommodation for the personnel. Know how and why this change happened (WWII.) Compare images of the base from 1937 and 1944. - Know the story of Mary Ellis, who was brought up on a farm in Brize Norton and flew Spitfires to and from RAF Brize Norton during the war, often dropping in to surprise her parents. Know why people today have respect for her and why the Mary Ellis Country Park has recently (2021) been named after her 	<ul style="list-style-type: none"> - Know about the impact of the Second World War on life in the local area more generally, including: <ul style="list-style-type: none"> - the location of other wartime air bases (including why they were here and what happened to them post-war) - evacuation of children - bombing (see https://www.sofo.org.uk/ww2-bombings/) - rationing, blackout and other restrictions on life - men from the village who went away to fight: where they went and why
Anglo-Saxons and Vikings: the struggle for power	<ul style="list-style-type: none"> - Know the kingdoms of England in 793 - What we can find out about the Viking invasion of Lindisfarne in 793 and subsequent invasions - The impact of Viking raiders and settlers by 878 - What Alfred the Great did to shore up English power before and after the Battle of Edington 878 (building of ships, building of fortified towns called burhs, founding of 	<ul style="list-style-type: none"> - Consideration of the title “The Great” for Alfred. What are the arguments why he was or was not “Great”? Be able to explain whether or not you think he was great - Resistance and reconquering under Alfred’s daughter Athelflaed and his grandson Athelstan. How did they learn from Alfred or take a different path?



	<p>schools, churches and monasteries to pray for victory, having defeated rivals baptised)</p> <ul style="list-style-type: none"> - The events leading up to the Battle of Hastings 1066 - What we can learn from the Bayeux Tapestry about the battle itself and about life in the eleventh century 	<p>- What evidence is there today of Viking settlement and rule (look at place names, e.g. ending in -thorpe, -by and -toft: this shows where they were)</p>
Benin	<ul style="list-style-type: none"> - Know where and when the Kingdom of Benin was (inc that it started at the same time as the Anglo-Saxons) - Know how the kingdom of Benin developed. Explain how and why it became powerful and successful. - Understand what artefacts from the royal palace, including the Benin bronzes, tell us about what the people there valued and about the role of the Oba - Know how and why the British became involved in Benin, including the raid of 1897 which led to so many bronzes going to London 	<p>- Explore some of the more contentious issues about discussions about Benin today, including:</p> <ul style="list-style-type: none"> • the Atlantic slave trade, with people from Benin involved both as victims and slave-captors • the case for the bronzes to be returned to Benin and why others feel they should stay in Britain <p>- Understand why these issues cause strong feelings among many people. Considering all sides, draw your own conclusions.</p>

Journey Plan C 2023 – 24 2026 - 27	Core	More
Stone Age to Iron Age	<ul style="list-style-type: none"> - Know when the Stone Age, Bronze Age and Iron Age were in Britain - Know that the Stone Age is the name given to the earliest period of human culture when stone tools were first used and that it is divided into three periods: the Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age). - Explain the different challenges of survival for early man – which tools were crucial? Know how tools changed during the Stone Age to make hunting more successful. 	<ul style="list-style-type: none"> - Know that the Bronze Age is a time period when bronze replaced stone as the preferred material for making tools and weapons. Know this led to improvements in agriculture and brought with it changes in the way people lived. - Know that the growth of trade for bronze and bronze products was aided by improved navigation skills. Knowledge of astronomy and mathematics developed during this period. - Know that some groups of Bronze Age people developed early writing, irrigation, the wheel and the potter's wheel.



	<ul style="list-style-type: none"> - Know that the gradual development of agriculture and the domestication of animals during the Neolithic period meant that people lived in settled communities. - Know 'The Iron Age' is the name given to the time period where iron became the preferred choice of metal for making tools. - Know that most Iron Age people worked and lived on small farms and their lives were governed by the changing of the seasons. - Understand the effects of iron-age inventions on society (for example iron ploughs called ards - as farming became more productive the population began to rise - and the rotatory quern - as people began to produce and store more grain than they could use, they were able to trade the surplus.) - Understand that land ownership and grain production then became the way to gain wealth and power. Use this to find the reasons why hill forts and tribal kingdoms evolved. 	<ul style="list-style-type: none"> - Explore how the Stone Age, Bronze Age and Iron Age changed the landscape. Learn about two or more contrasting sites (e.g. Avebury, Stonehenge, Uffington Camp and White Horse) and explain what they show about the period they were made in
The Roman Empire and its influence on Britain	<ul style="list-style-type: none"> - Locate Rome and its empire, understand why this grew. - Julius Caesar's attempted invasion in 55-54 BC - Know about the Roman Empire by AD 43 and the power of its army - Know how Claudius successfully conquered Britain - Know how the Roman army kept power by constructing roads (including Akeman Street) and fortresses (inc. Cirencester). Life in the Roman fort - Know the key causes and events of Boudicca's rebellion in AD66 	<ul style="list-style-type: none"> - Know about how Romanised Britain became, looking at evidence of continuity of culture during and after the Roman period as well as heavily-Romanised places - Study a particular Roman site, e.g. Chedworth Roman Villa, to explore the links those who lived there had with the wider Roman world - Understand that historians and archaeologists still have many questions about aspects of Roman Britain; understand the debate about how Romanised Britain was, weigh up the evidence and come to your own conclusions, understanding that research continues



	- Know about the 'Romanisation' of Britain, including the construction of towns and villas (visit Chedworth or North Leigh to learn from the sites)	
Anglo-Saxon Life Before the Vikings	<ul style="list-style-type: none"> • Know when the Anglo-Saxon period was and how long ago it is • Know about village life in Anglo-Saxon times • Know what the story of Beowulf tells us about • Know what the treasures of Sutton Hoo tell us about elite society in Anglo-Saxon times • Know some of the key stories and figures of the conversion to Christianity, including St Cuthbert <p>(NB Do not teach about invasions of groups of Angles, Saxons and Jutes from the Continent – the extent and importance of this is debated by historians)</p>	<p>- Learn about what place names tell us about the local area in Anglo-Saxon times by learning place name endings: - e.g. EY (island in marshland, e.g. Witney); TON (large farming village, e.g. Brize Norton, Bampton) and the meanings of Minster (monastic settlement, e.g. Minster Lovell) and Witan (council, e.g. Witney)</p> <p>- Know what the story of Beowulf tells us about what the Anglo-Saxons considered important</p>