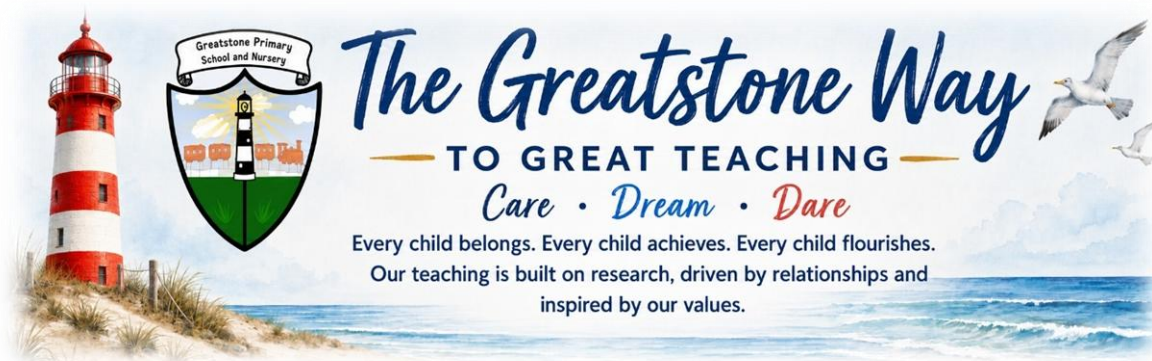




HISTORY: THE GREATSTONE WAY CURRICULUM

Curriculum Intent

This document sets out the curriculum spine for EYFS to Year 6, bringing together the Greatstone Way themes, whole-school enquiry questions, Cornerstones humanities projects, Developing Experts science, Beach School, local enhancement and authentic outcomes into one coherent curriculum.

Curriculum Design Principles for Humanities

The curriculum has been designed around six key principles.

1. Full National Curriculum Coverage

The sequence provides comprehensive coverage of all statutory National Curriculum requirements for Key Stage 2.

History

Pupils study:

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England
- Ancient Civilisations
- Ancient Greece
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- a study extending chronological knowledge beyond 1066
- local history throughout each year

Geography

Pupils progressively develop:

- locational knowledge
- place knowledge
- human geography
- physical geography
- geographical skills and fieldwork

2. A Chronologically Coherent History Curriculum

History has been deliberately sequenced so pupils develop an increasingly secure understanding of chronology.

Rather than studying isolated historical topics, children build a connected narrative of Britain's past and its place within world history.

Year	Historical Focus
EYFS	Past and present
Year 1	Childhood and school changes
Year 2	Significant individuals, British monarchy,
Year 3	Anglo-Saxons, Vikings and early kingdoms
Year 4	Ancient Civilisations and Ancient Greece
Year 5	Prehistoric Britain and the Roman Empire
Year 6	Modern world history, Maafa and Britain at War

Recurring concepts such as:

- civilisation
- migration
- settlement
- empire
- leadership
- conflict
- significance
- legacy

are revisited and explored with increasing sophistication.

This enables pupils to make meaningful connections between historical periods rather than viewing them as isolated events.

3. Progressive Geographical Knowledge and Skills

Geography has been sequenced to move pupils from understanding their immediate environment towards increasingly complex global concepts.

Year	Geography Focus
EYFS	Local environment, seasons and weather
Year 1	Comparing London with Greatstone and understanding UK capital cities.
Year 2	Comparing globally to Greatstone, continents and oceans
Year 3	Comparing coastlines, rivers and mountains
Year 4	Mapping the world, agriculture and land use
Year 5	Global systems and natural hazards
Year 6	Environmental change and contrasting biomes

Knowledge develops progressively across the National Curriculum strands:

- locational knowledge
- place knowledge
- human geography
- physical geography
- geographical enquiry
- fieldwork

Children gradually become increasingly confident in:

- interpreting maps
- analysing data
- conducting fieldwork
- asking geographical questions
- evaluating evidence
- explaining geographical patterns and processes.

4. Developing Historical Enquiry

The curriculum has been designed so pupils increasingly think and work as **historians**.

Historical enquiry progresses throughout the primary years by developing children's ability to:

EYFS

- talk about events in their own lives and the lives of family members
- recognise that some things happened before they were born
- use stories, photographs, artefacts and conversations to learn about the past
- identify simple similarities and differences between the past and the present
- ask simple questions about people, places and events from the past

Year 1–2

- ask historical questions about familiar people, places and events
- use photographs, artefacts, stories and simple sources to find out about the past
- recognise chronology by sequencing events and objects
- identify similarities and differences between past and present
- explain simple changes over time
- begin to understand why people and events are remembered

Year 3–4

- ask increasingly thoughtful historical questions
- develop secure chronological understanding across British and world history
- identify similarities and differences between societies and civilisations
- interpret a range of historical sources and recognise that evidence helps us understand the past
- explain causes and consequences of historical events
- begin to understand historical significance and different perspectives

Year 5–6

- evaluate the reliability and usefulness of historical evidence
- analyse different historical interpretations and recognise that historians may reach different conclusions
- understand historical significance within wider historical contexts
- identify continuity and change across different periods of history
- construct balanced historical arguments using evidence from a range of sources
- make informed judgements about the impact and legacy of historical events, individuals and civilisations

Longer enquiries in Upper Key Stage 2 provide opportunities for deeper historical investigation, increasingly independent analysis of evidence and more sophisticated historical reasoning. Pupils develop confidence in questioning, interpreting and evaluating the past, enabling them to understand how historians construct knowledge and preparing them effectively for secondary history.

5. Curriculum Design and Project Sequencing

The Greatstone Humanities Curriculum has been carefully sequenced to ensure that pupils build knowledge, skills and understanding progressively from the Early Years to the end of Key Stage 2. Each history and geography project has been deliberately positioned to build on prior learning, deepen disciplinary thinking and prepare pupils for future study.

The curriculum has been redesigned for Greatstone's current single-form entry structure. Historically, the school operated mixed-age Key Stage 2 classes, and the sequence of projects has been reviewed and refined to remove unnecessary repetition, strengthen progression and provide a clear year-on-year journey through the National Curriculum. This ensures that every year group follows a coherent programme of study with increasingly ambitious knowledge and skills.

Projects have been arranged so that pupils move logically through historical periods and geographical concepts. In history, pupils develop a secure chronological understanding by studying periods in sequence where appropriate, while making meaningful connections between civilisations, significant events and themes such as settlement, invasion, power, trade, migration and legacy. In geography, pupils begin by exploring their immediate locality before extending their understanding to the United Kingdom, Europe and the wider world, revisiting key geographical concepts through increasingly complex enquiries.

Throughout the curriculum, substantive knowledge and disciplinary thinking are deliberately interwoven. Pupils revisit the key concepts of place, settlement, environment, civilisation, trade, power, change, sustainability, migration and legacy in different contexts, enabling them to make connections between projects and deepen their understanding over time. Rather than repeating content, each project extends previous learning by introducing greater complexity, broader contexts and increasingly sophisticated disciplinary knowledge.

The curriculum has also been designed to reflect the distinctive context of Greatstone Primary and its coastal location. Local history, Kent heritage, coastal geography, Beach School and regular fieldwork are embedded throughout the curriculum to ensure that learning is meaningful, relevant and connected to pupils' own experiences. These opportunities enable pupils to apply classroom knowledge in authentic contexts while developing a strong sense of place and belonging.

As pupils move through the school, enquiries become increasingly challenging. Younger pupils develop secure foundations by asking questions, making observations and interpreting simple evidence. Older pupils analyse patterns, evaluate sources, identify continuity and change, consider multiple viewpoints and construct well-reasoned historical and geographical explanations. This carefully sequenced progression supports pupils' cognitive development while preparing them successfully for the demands of secondary humanities.

Finally, the curriculum is unified through The Greatstone Way. Every project is linked to one of the six whole-school themes—Roots, Survivors, Explorers, Inventors, Protectors and Legacy—creating a shared narrative that develops pupils' understanding of themselves, their community and the wider world. Memorable hooks, Beach School, local fieldwork, high-quality texts, purposeful collaboration, authentic showcases and regular opportunities for reflection ensure that learning is ambitious, engaging and memorable.

6. Designed for Greatstone's Context

The curriculum has been carefully adapted to meet the needs of Greatstone Primary.

Unlike many published curriculum sequences, this curriculum has been designed to support:

- long-term curriculum sustainability;
- reduced repetition between year groups;
- clear progression of knowledge and skills.

Several Cornerstones projects have therefore been adapted and reordered to remove unnecessary duplication whilst maintaining full National Curriculum coverage.

For example:

- **Blue Abyss** has been adapted into *Blue Abyss: Comparing the World's Coasts*, using Greatstone as a familiar reference point rather than the sole focus of study.
- geographical knowledge has been carefully sequenced to avoid repetition between projects.
- historical studies have been arranged to support coherent progression across mixed-age classes.

This ensures pupils encounter new knowledge each year whilst allowing teachers to plan effectively within split-class structures.

A Distinctive Greatstone Curriculum

What makes the Greatstone Humanities Curriculum distinctive is not simply the choice of projects, but how they are enriched through the local context. Beach School, the coastline and the local community are **vehicles for enquiry**, rather than the curriculum itself.

Every project includes opportunities for pupils to:

- undertake meaningful fieldwork;
- compare Greatstone with contrasting places and periods;
- apply disciplinary knowledge within authentic contexts;
- investigate local history and geography;
- work with primary evidence;
- contribute to their community through purposeful outcomes.

Importantly, local learning **enhances** the National Curriculum rather than replacing it. Pupils first secure the statutory knowledge and skills before applying them within their own environment, ensuring that local context deepens understanding without narrowing the curriculum.

Greatstone Way Themes - Humanities is planned around the six Greatstone Way themes, ensuring every project contributes towards our wider curriculum vision.

Term	Theme	Whole-School Big Question	History Focus
Autumn 1	ROOTS	Who are we and where do we belong?	Understanding identity, settlement, migration and the development of communities.
Autumn 2	SURVIVORS	How do people overcome challenges and adapt?	Exploring resilience through invasion, conflict, hardship and innovation.
Spring 1	EXPLORERS	How does curiosity help us discover more?	Investigating civilisations, exploration, discovery and historical enquiry.
Spring 2	INVENTORS	How do ideas change the world?	Examining technological change, innovation and human achievement.
Summer 1	PROTECTORS	How can we care for people, places and our planet?	Learning from historical decisions and understanding responsibility, justice and stewardship.
Summer 2	LEGACY	What difference will we leave behind?	Reflecting on the lasting impact of individuals, civilisations and historical events.

Primary Humanities Sequence

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Roots	Survivors	Explorers	Inventors	Protectors	Legacy
Year 1	History: Childhood	History: Continue Childhood	Geography: Bright Lights, Big City	Geography: Continue Bright Lights, Big City compare to Street view	History: School Days	History: Continue School Days
Year 2	History: Movers and Shakers	History: Movers and Shakers	Geography: Let's Explore the World	Geography: Continue Let's Explore the World compare to Coastline	History: Magnificent Monarchs	History: Continue Magnificent Monarchs
Year 3	History: Invasion	History: Continue Invasion	Geography: Blue Abyss: Comparing the World's Coasts	Geography: Misty Mountain, Winding River	History: Dynamic Dynasties	History: Continue Dynamic Dynasties
Year 4	History: Ancient Civilisations	History: Continue Ancient Civilisations	Geography: Interconnected World	Geography: Sow, Grow and Farm	History: Ground breaking Greeks	History: Continue Ground breaking Greeks
Year 5	History: Through the Ages	History: Continue Through the Ages	Geography: One Planet, Our World	Geography: Rocks, Relics & Rumbles	History: Emperors & Empires	History: Continue Emperors & Empires
Year 6	History: Maafa	History: Continue Maafa	Geography: Our Changing World	Geography: Near and Far	History: Britain at War	History: Continue Britain at War

Curriculum Design Principles

- Every half-term is driven by a Greatstone Way whole-school enquiry question.
- Every unit includes a memorable hook.
- Beach School and outdoor learning are planned as part of the curriculum rather than as enrichment.
- Every unit includes an authentic Kent/Greatstone context.
- Science follows the Developing Experts progression.
- Art and DT follow the existing Greatstone long-term plans.
- Every unit includes a high-quality text, structured collaboration, pupil reflection and an authentic showcase.

Our Curriculum Principles

History at Greatstone is designed around the following principles:

Knowledge Rich - Children develop secure historical knowledge through carefully sequenced learning that builds over time. Key knowledge is revisited regularly to strengthen long-term memory.

Historically Curious - Pupils ask meaningful historical questions, investigate evidence, challenge assumptions and evaluate different interpretations of the past.

Chronological Understanding - Children develop a secure understanding of chronology, enabling them to place historical periods, events and civilisations within an increasingly sophisticated timeline.

Disciplinary Thinking - Children learn to work like historians by analysing evidence, recognising bias, identifying cause and consequence, explaining change and continuity and making reasoned historical judgements. These disciplinary approaches are drawn directly from the progression framework and built progressively across Years 3–6.

Local Heritage - Our curriculum makes explicit links to Greatstone, Romney Marsh, Dungeness and Kent so pupils understand the historical significance of the place they live.

Diversity & Inclusion - Children study a diverse range of people, cultures and civilisations, recognising that history is made by many different communities across the world. They explore different perspectives, challenge stereotypes and develop an understanding of equality, justice and human rights through carefully selected historical enquiries, including the study of *Maafa*.

Beach School and Outdoor Learning - Beach School is an integral part of the history curriculum rather than an additional enrichment activity. Children investigate historical evidence through practical enquiry by:

- exploring archaeological evidence within the local environment;
- investigating coastal change and its impact on settlements;
- mapping historical landscapes;
- studying local monuments and memorials;
- comparing historical and modern land use;
- using outdoor learning to deepen chronological understanding.

These experiences enable children to connect national history with the unique heritage of Greatstone and the Kent coastline.

Cultural Capital - History provides rich opportunities for children to develop cultural capital through:

- visits to museums and heritage sites;
- engagement with historical artefacts;
- local historians and community experts;
- remembrance events;
- historical re-enactments;
- visits to Kent historical landmarks;
- literature linked to historical enquiry;
- authentic exhibitions and showcases.

Progression of Historical Thinking

Year	Project and enquiry question	National Curriculum coverage	Core historical vocabulary	Core and supporting texts	Intended end point
EYFS	Past and Present How has life changed over time?	Understanding the World – Past and Present ELG. Talk about the lives of people around them and their own lives. Know some similarities and differences between things in the past and now. Understand the past through stories, photographs, artefacts and people they know.	past, present, yesterday, today, tomorrow, before, after, old, new, change, family, memory, photograph, artefact, history, community, tradition, timeline, compare, similar, different	Core: Peepo! – Janet & Allan Ahlberg Supporting: When Grandma Was a Girl – Eleanor Graham; The Toymaker – Martin Waddell; family photographs; oral histories; local historical photographs of Greatstone and the beach	Children talk confidently about how people, places and objects have changed over time, using photographs, stories and first-hand experiences to compare the past with the present.
Year 1	Childhood How has childhood changed?	Changes within living memory, using aspects of national life and children's experiences.	childhood, family, parent, grandparent, baby, infant, school, home, toy, game, clothing, photograph, artefact, memory, timeline, compare, change, similar, different, past, present, evidence	Core: Wilfrid Gordon McDonald Partridge – Mem Fox Supporting: Now & Then – Heather Amery; old toys and photographs; oral histories from parents and grandparents; local childhood memories	Pupils compare childhood today with childhood in the past, explaining what has changed and what has stayed the same using photographs, artefacts and first-hand accounts.
Year 1	School Days How has our school changed over time?	Changes within living memory and significant aspects of local history.	school, classroom, teacher, pupil, lesson, playground, uniform, equipment, rules, photograph, register, timeline, memory, artefact, compare, evidence, change, community, history	Core: Starting School – Janet & Allan Ahlberg Supporting: Schools Long Ago – Sally Hewitt; school log books; historical photographs; interviews with former pupils and staff	Pupils explain how Greatstone Primary has changed over time by comparing school life past and present and recognising why schools remain important to their communities.
Year 2	Movers and Shakers What makes someone historically significant?	The lives of significant individuals who have contributed to national and international achievements.	significant, achievement, invention, explorer, nurse, activist, leader, equality, courage, change, influence, invention, evidence, source, compare, chronology, legacy, impact	Core: Fantastically Great Women Who Changed the World – Kate Pankhurst Supporting: Little People, BIG DREAMS series; Manfish – Jennifer Berne; biographies and museum sources relating to significant people studied	Pupils explain why selected individuals are remembered, comparing their achievements and using historical evidence to justify why they are significant today.
Year 2	Magnificent Monarchs How has the monarchy changed Britain?	The lives of significant individuals beyond living memory and significant events in British history.	monarch, king, queen, crown, throne, palace, castle, coronation, kingdom, reign, royal, power, parliament, government, succession, portrait, significance, chronology, legacy	Core: The Queen's Hat – Steve Antony Supporting: The King Who Banned the Dark – Emily Haworth-Booth; non-fiction texts about British monarchs; portraits, coins and royal artefacts	Pupils explain how monarchs have influenced Britain over time and identify why some monarchs are remembered as historically significant, using evidence from portraits, artefacts and historical accounts.
Year 3	Invasion How did invasion shape Britain and how did people survive and adapt?	Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England; the Norman Conquest as the project end point.	invasion, invader, migration, settlement, kingdom, tribe, Picts, Scots, Britons, Anglo-Saxons, Angles, Saxons, Jutes, Vikings, Normans, Scandinavia, raid, longship, monastery, missionary, Christianity, pagan, conversion, Danelaw, monarch, heir, contender, conquest, Battle of Hastings, chronology, cause, consequence, continuity, change, resistance, adaptation, significance	Core: <i>How to Train Your Dragon</i> – Cressida Cowell Supporting: <i>Loki: A Bad God's Guide to Being Good</i> – Louie Stowell; selected Anglo-Saxon and Viking myths; chronicles, artefacts, maps and high-quality historical non-fiction about Anglo-Saxon, Viking and Norman Britain	Pupils explain chronologically how successive migration, invasion and settlement changed Britain's communities, beliefs, leadership, language and landscape. They compare Anglo-Saxon, Viking and Norman influence and explain how people responded to conflict through adaptation, defence and the rebuilding of communities.
Year 3	Dynamic Dynasties How did Ancient China protect its people and leave a lasting legacy?	The achievements of the earliest civilisations with a depth study of Ancient China to extend chronological understanding beyond Britain.	dynasty, emperor, oracle bone, Shang, bronze, jade, ancestor, sacrifice, hierarchy, noble, artisan, peasant, army, chariot, settlement, Yellow River, trade, archaeology, artefact, civilisation, legacy	Core: The Dragon's Child – Laurence Yep Supporting: DK Ancient China; Stories from China; museum collections; archaeological evidence from the Shang Dynasty	Pupils explain how geography, leadership, technology and belief shaped the Shang Dynasty and evaluate why Ancient China's achievements continue to influence the modern world.
Year 4	Groundbreaking Greeks Why does Ancient Greece still influence our lives today?	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Greece, polis, city-state, Athens, Sparta, democracy, citizen, philosopher, empire, hoplite, Olympics, mythology, Parthenon, architecture, theatre, philosophy, legacy, interpretation, evidence, significance	Core: Who Let the Gods Out? – Maz Evans Supporting: Greek Myths – Geraldine McCaughrean; DK Ancient Greece; museum collections and historical source material	Pupils explain how Greek ideas about democracy, philosophy, mathematics, sport and the arts have influenced Britain and evaluate which Greek achievements have had the greatest historical significance.
Year 5	Through the Ages How did people adapt and survive in prehistoric Britain?	Changes in Britain from the Stone Age to the Iron Age.	prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, chronology, hunter-gatherer, nomadic, settlement, agriculture, domestication, tribe, community, roundhouse, hillfort, flint, tool, weapon, metalworking, bronze, iron, ore, smelting, Bell Beaker, monument, ritual, Stonehenge, archaeology, artefact, continuity, change, innovation, survival	Core: <i>Wolf Brother</i> – Michelle Paver Supporting: <i>The Wild Way Home</i> – Sophie Kirtley; DK <i>Prehistoric Britain</i> ; archaeological reports, photographs and museum collections relating to prehistoric Britain	Pupils explain how farming, permanent settlement, metalworking and technological innovation transformed prehistoric Britain, using archaeological evidence to evaluate how people adapted to changing environments and ways of life.

Year 5	Emperors and Empires How did the Romans build, protect and transform Britain?	The Roman Empire and its impact on Britain.	Rome, Roman, empire, emperor, monarchy, republic, senate, senator, patrician, plebeian, legion, legionary, centurion, auxiliary, conquest, invasion, resistance, rebellion, Boudicca, Iceni, Britannia, Romanisation, forum, basilica, temple, amphitheatre, aqueduct, hypocaust, villa, bath house, engineering, road, frontier, Hadrian's Wall, citizenship, legacy	Core: <i>The Thieves of Ostia</i> – Caroline Lawrence Supporting: <i>Empire's End</i> – Leila Rasheed; <i>Queen of Darkness</i> – Tony Bradman; Roman myths, inscriptions, archaeological evidence and museum collections	Pupils explain how Rome expanded through military organisation, leadership and engineering, evaluate the impact of Romanisation on Britain and justify why Roman achievements continue to influence modern society.
Year 6	Maafa How did injustice shape lives, and why must we remember?	A study extending pupils' chronological knowledge beyond 1066, including African kingdoms, European colonisation, the transatlantic slave trade, abolition, the Windrush Generation and the Civil Rights Movement.	Africa, kingdom, civilisation, Benin, Mali, Songhai, colonisation, empire, trade, triangular trade, transatlantic slave trade, enslavement, enslaved person, plantation, Middle Passage, diaspora, resistance, rebellion, abolition, abolitionist, emancipation, racism, discrimination, equality, justice, human rights, migration, Windrush Generation, civil rights, interpretation, bias, source, significance, legacy	Core: <i>Windrush Child</i> – Benjamin Zephaniah Supporting: <i>The Boy at the Back of the Class</i> – Onjali Q. Raúf; <i>Freedom</i> – Catherine Johnson; first-hand narratives, biographies and historical source material relating to African kingdoms, enslavement, abolition and migration	Pupils construct an evidence-based explanation of the causes and consequences of the transatlantic slave trade, evaluate Britain's role and its lasting legacy, and explain how resistance, abolition and human rights movements have shaped modern society.
Year 6	Britain at War How did Britain protect its people during war, and what legacy did conflict leave behind?	A study extending chronological knowledge beyond 1066, including the Second World War, the Home Front, the Holocaust, post-war Britain and remembrance.	alliance, dictatorship, fascism, democracy, appeasement, Axis Powers, Allied Powers, evacuation, rationing, blackout, Blitz, Battle of Britain, Luftwaffe, Home Front, propaganda, Holocaust, antisemitism, persecution, genocide, concentration camp, resistance, VE Day, reconstruction, United Nations, Commonwealth, remembrance, sacrifice, human rights, significance, interpretation, primary source, secondary source, consequence	Core: <i>When the Sky Falls</i> – Phil Earle Supporting: <i>Once</i> – Morris Gleitzman; diaries, letters, propaganda posters, oral histories, Imperial War Museum resources and local wartime accounts from Kent	Pupils explain the causes and consequences of the Second World War, evaluate how Britain protected its people through leadership, cooperation and innovation, analyse the significance of the Holocaust and post-war reconstruction, and justify how the legacy of conflict continues to shape Britain and the wider world.

Progression across Key Stages

Project	Greatstone Way Theme	Sticky Knowledge	Substantive Concepts	Disciplinary Concepts	Historical Skills	Local Enhancement
EYFS – Past and Present	ROOTS → SURVIVORS → EXPLORERS → INVENTORS → PROTECTORS → LEGACY	Every person has their own history, family and important memories. Families and homes can be similar and different. People grow and change over time. Everyday objects, toys, clothes, homes, transport and schools were different in the past. Photographs, stories, objects and conversations with older people help us learn about past events. Some traditions, places and celebrations continue over time, while others change.	Self • Family • Community • Memory • Change • Tradition • Place • Belonging	Past & Present • Similarity & Difference • Change & Continuity • Evidence • Sequence	Talk about events in their own lives and the lives of family members; use language linked to time, including before, after, yesterday, today and long ago; sequence familiar events and photographs; compare objects, homes, toys and experiences from the past and present; ask questions about photographs and artefacts; retell important events and stories from the past.	Explore the history of Greatstone Primary and the local community through photographs, objects and visitors; compare old and new images of Greatstone beach, homes and transport; invite family and community members to share memories; visit local landmarks and create simple timelines of familiar events.
Childhood	ROOTS → SURVIVORS	Childhood changes over time, but children have always needed care, safety, learning and play. Family life, toys, clothing, homes and schools were different in the past. Photographs, artefacts, written records and oral histories provide evidence about childhood. Some aspects of childhood have changed significantly, while others have remained similar.	Childhood • Family • Community • Home • Education • Play • Change • Belonging	Chronology • Evidence • Similarity & Difference • Change & Continuity	Sequence events and objects chronologically; use common words and phrases relating to the passing of time; compare childhood in the past and present; ask and answer questions using photographs, artefacts and oral histories; identify simple changes and continuities; communicate historical understanding through speaking, drawing and writing.	Compare childhood memories from Greatstone families and staff; examine historic photographs of local children, homes and seaside holidays; investigate how play at Greatstone beach has changed; create a community childhood memory collection using photographs, toys and recorded interviews.
School Days	PROTECTORS → LEGACY	Schools help communities care for, protect and educate children. School life has changed over time, including classrooms, lessons, equipment, discipline, clothing and play. Greatstone Primary has its own history that can be investigated through photographs, documents, buildings and memories. Decisions made in the past have shaped the school children experience today.	School • Education • Community • Rules • Childhood • Change • Legacy	Evidence • Similarity & Difference • Change & Continuity • Chronology • Significance	Place school events and objects in chronological order; compare school life in different periods; use photographs, registers, maps, objects and oral testimony as evidence; identify changes and things that have stayed the same; ask questions about the school's past; explain why particular people, events or developments are important to the school community.	Investigate the history of Greatstone Primary through photographs, registers, maps, buildings and community memories; interview former pupils and staff; compare old and modern classrooms and playground games; create a Greatstone School History Museum or heritage trail for families.

Movers and Shakers	ROOTS → SURVIVORS	Significant people are remembered because their actions, ideas or achievements caused change. Individuals can overcome barriers and challenge unfairness. Historical significance depends on impact, achievement and how people are remembered. Evidence about significant people may present different viewpoints. Local, national and international individuals have helped shape communities and society.	Significance • Achievement • Change • Equality • Justice • Courage • Community • Leadership	Significance • Evidence • Interpretation • Cause & Consequence • Similarity & Difference	Place significant people and events in chronological order; use sources to find out about people's lives and achievements; explain why an individual is historically significant; compare significant people from different periods; identify causes and consequences of their actions; recognise that people may be remembered and interpreted in different ways.	Study significant people connected with Kent and the local area alongside national and international figures; explore local memorials, plaques and place names; identify people who have contributed to Greatstone and its community; create a local "Movers and Shakers" gallery or walking trail.
Magnificent Monarchs	PROTECTORS → LEGACY	Monarchs have ruled England and Britain for more than a thousand years. The role and power of the monarchy have changed over time. Monarchs made decisions about laws, religion, conflict and the protection of their kingdoms. Castles, palaces, portraits, objects and written records provide evidence about monarchy. Some monarchs are remembered because their reigns created significant and lasting change.	Monarchy • Power • Leadership • Kingdom • Conflict • Religion • Government • Legacy	Chronology • Evidence • Cause & Consequence • Change & Continuity • Significance • Interpretation	Sequence monarchs and important events chronologically; use portraits, objects, buildings and written accounts as historical evidence; compare the lives and powers of monarchs from different periods; explain how and why monarchy changed; identify consequences of royal decisions; make supported judgements about which monarchs were most significant.	Explore Kent's royal connections through Canterbury, Dover Castle, Leeds Castle and local routes used by monarchs; investigate castles as places of power and protection; compare national royal symbols with local civic symbols; create a Greatstone gallery explaining which monarch left the most important legacy.
Invasion	ROOTS → SURVIVORS	Britain experienced successive migrations and invasions following the Roman withdrawal. Anglo-Saxons and Vikings established settlements and kingdoms that reshaped government, religion, language and everyday life. Christianity spread through missionaries and monasteries. Communities responded to conflict through defence, leadership, cooperation and adaptation.	Settlement • Migration • Kingdom • Conflict • Belief • Power • Community • Resilience	Chronology • Cause & Consequence • Evidence • Change & Continuity • Similarity & Difference • Significance	Sequence invasions, migrations and settlements chronologically; interpret artefacts, maps and written evidence; explain reasons for migration and invasion; compare Anglo-Saxon and Viking societies; explain how communities adapted; begin evaluating historical significance.	Richborough and Kent as a gateway to Britain; local Anglo-Saxon and Viking place-name evidence; Kentish kingdoms; coastal invasion and migration routes; investigation of defensive settlement locations.
Dynamic Dynasties	PROTECTORS → LEGACY	The Shang Dynasty was one of the earliest recorded Chinese dynasties. The Yellow River supported farming, settlement and trade but also presented dangers. Shang society was ruled by powerful kings and organised through a social hierarchy. Armies, walls, weapons and leadership protected the kingdom. Oracle bones and artefacts provide evidence about Shang beliefs and life. Bronze working, writing and other achievements created a lasting legacy.	Civilisation • Dynasty • Leadership • Protection • Hierarchy • Belief • Innovation • Trade • Legacy	Chronology • Evidence • Interpretation • Cause & Consequence • Similarity & Difference • Significance	Place the Shang Dynasty within a wider chronology; use oracle bones, bronzes and archaeological evidence to make deductions; explain how geography affected settlement and survival; analyse social hierarchy and leadership; compare Ancient China with Britain's earliest communities; evaluate the significance of Shang achievements.	Compare the Yellow River with Kent's coastal and river environments; investigate how communities manage flood and coastal risk; archaeological enquiry using replica artefacts; compare ancient defensive settlements with local coastal protection.
Ancient Civilisations	ROOTS → SURVIVORS	The earliest civilisations developed around major rivers where fertile land supported farming, settlement and trade. Ancient Sumer, Egypt and the Indus Valley developed systems of government, writing, religion, social hierarchy and technological innovation. Civilisations responded to environmental challenges by organising water, food, labour and protection. Archaeological evidence helps historians reconstruct societies where written evidence is limited.	Civilisation • Settlement • River • Agriculture • Government • Hierarchy • Trade • Religion • Innovation • Survival	Chronology • Similarity & Difference • Evidence • Interpretation • Cause & Consequence • Change & Continuity	Locate early civilisations in time and place; compare their common features; analyse artefacts, buildings and written evidence; explain why civilisations developed near rivers; identify how communities responded to environmental challenges; reach conclusions about achievement and survival.	Compare ancient river civilisations with the River Stour and Kentish settlement patterns; Canterbury museum collections; investigate historic trade through Kent; outdoor water-management and settlement challenges.
Groundbreaking Greeks	PROTECTORS → LEGACY	Ancient Greece consisted of independent city-states, including Athens and Sparta. Geography influenced settlement, trade, defence and political organisation. Athens developed an early form of democracy, although citizenship was limited. Greek city-states protected themselves through armies, alliances and leadership. Greek achievements in philosophy, mathematics, architecture, theatre and the Olympic Games continue to influence the modern world.	Civilisation • City-state • Democracy • Citizenship • Leadership • Conflict • Belief • Innovation • Legacy	Chronology • Similarity & Difference • Evidence • Interpretation • Cause & Consequence • Significance	Place Ancient Greece within a wider chronology; compare Athens and Sparta; analyse written, visual and archaeological sources; explain how geography shaped Greek society; evaluate leadership and democracy; compare Ancient Greece with Ancient China; justify which Greek achievements have been most significant.	Explore democratic decision-making through links with young governors and local civic life; compare ancient and modern coastal trade; investigate Greek influence on local architecture, theatre and sport; Greatstone Olympic-style community event.
Through the Ages	ROOTS → SURVIVORS	Human communities changed significantly from the Stone Age to the Iron Age. Early people survived as hunter-gatherers before farming encouraged permanent settlement. Tools, housing, food production and social organisation developed over time. Bronze and iron technology transformed work,	Settlement • Survival • Technology • Community • Innovation •	Chronology • Change & Continuity • Cause & Consequence • Evidence •	Construct and interpret extended timelines; distinguish between Stone Age, Bronze Age and Iron Age developments; compare prehistoric communities; explain why farming and metalworking caused change; interpret archaeological evidence; make supported	Compare Dungeness and Greatstone landscapes with prehistoric environments; Beach School archaeological enquiry; investigate natural resources, shelter and survival; explore prehistoric evidence and sites across Kent.

		trade, conflict and everyday life. Archaeological evidence provides most of what is known about prehistoric Britain.	Trade • Belief • Change	Similarity & Difference	judgements about the most significant developments.	
Emperors and Empires	PROTECTORS → LEGACY	Rome developed from a kingdom into a republic and then an empire. Roman expansion relied on military organisation, leadership, engineering and government. Roads, forts, walls and laws helped Rome govern and protect its provinces. Britain became part of the Roman Empire following the invasion of AD 43. Romanisation changed settlements, transport, beliefs and everyday life. Roman law, language, architecture and engineering continue to influence Britain.	Empire • Power • Government • Protection • Technology • Society • Citizenship • Romanisation • Legacy	Evidence • Interpretation • Cause & Consequence • Change & Continuity • Similarity & Difference • Significance	Construct detailed timelines; analyse Roman written and archaeological evidence; explain the causes and consequences of conquest; compare Roman and Celtic Britain; explain how Rome controlled its empire; investigate Romanisation; evaluate the significance of Rome's legacy.	Richborough Roman Fort and amphitheatre; Lullingstone Roman Villa; Dover Roman Painted House; Roman roads across Kent; Kent as the Roman gateway to Britain; comparison of Roman and modern coastal infrastructure.
Maafa	ROOTS → SURVIVORS	Powerful kingdoms and sophisticated cultures flourished in West Africa before European involvement in the transatlantic slave trade. The forced enslavement and transportation of African people caused profound suffering and long-term social and economic consequences. Enslaved people retained identity and culture and resisted oppression in many ways. Formerly enslaved people, campaigners and communities contributed to abolition. The effects of slavery, colonialism and racial injustice continue to influence societies today.	Identity • Heritage • Kingdom • Trade • Empire • Enslavement • Resistance • Justice • Equality • Human Rights • Legacy	Interpretation • Significance • Evidence • Cause & Consequence • Change & Continuity • Perspective	Place West African kingdoms and the transatlantic slave trade within a secure chronology; analyse primary and secondary sources sensitively; identify historical bias and missing voices; explain causes and consequences; evaluate contrasting interpretations; examine resistance and abolition; construct evidence-based arguments about significance and justice.	Kent's maritime and trading history; links between Kent ports and global networks; migration to modern Kent; local diversity and community histories; investigation of whose stories are represented in local museums and memorials.
Britain at War	PROTECTORS → LEGACY	The Second World War began in 1939 following political tension, expansion and the invasion of Poland. Britain protected civilians through evacuation, air-raid precautions, shelters, rationing and civil defence. The Battle of Britain, the Home Front and contributions from across the Commonwealth were central to the war effort. The Holocaust was the systematic persecution and murder of six million Jewish people and millions of other victims. The war contributed to post-war reconstruction, social reform, international cooperation and changing ideas about human rights.	Conflict • Democracy • Protection • Leadership • Community • Sacrifice • Persecution • Human Rights • Peace • Remembrance • Legacy	Chronology • Cause & Consequence • Evidence • Interpretation • Similarity & Difference • Change & Continuity • Significance • Perspective	Explain the causes of the Second World War; analyse propaganda, photographs, testimonies and official records; compare varied wartime experiences; construct multi-causal explanations; distinguish evidence from interpretation; evaluate the significance of individual and collective contributions; explain post-war change and continuity; construct balanced historical arguments.	Battle of Britain Memorial at Capel-le-Ferne; RAF Manston; Dover Castle; Kent as the Front Line County; evacuation and local Home Front stories; wartime coastal defences around Greatstone and Dungeness; local memorial and remembrance enquiry.

Knowledge builds cumulatively across the curriculum. Each project revisits prior learning while introducing new substantive concepts (such as *empire*, *civilisation*, *settlement* and *justice*) alongside increasingly sophisticated disciplinary thinking (chronology, historical enquiry, evidence, interpretation, significance, cause and consequence, similarity and difference). This progression reflects the principles and expectations outlined in the History Progression of Knowledge, Skills and Vocabulary document while being sequenced to match Greatstone Primary School's curriculum design.

EYFS – Knowledge and Understanding of the world - Nursery						
Curriculum Element	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS Theme	All About Me	Sparkle and Shine	Years Gone By	Growing and Changing	Our Wider World	The Next Chapter
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
EYFS Big Question	Who am I and who cares for me?	How do we celebrate together?	What happened before I was born?	How do living things grow and change?	What makes Greatstone special?	How have I grown and what am I ready for next?
Prior Learning	Home experiences, family routines, early relationships and familiar environments.	Secure relationships, routines and confidence within Nursery.	Experiences of celebrations, family traditions and seasonal changes.	Early observations of change through people, plants, animals and the seasons.	Knowledge of familiar places and outdoor exploration.	A growing understanding of themselves, their community and the wider world developed throughout Nursery.
Curriculum Rationale	Build secure attachments, develop a sense of belonging and establish routines that enable children to become confident learners. Introduce Greatstone, the school grounds and Beach School through meaningful play and exploration.	Develop children's understanding of celebrations, traditions and communities while encouraging resilience, cooperation and empathy through shared experiences and seasonal learning.	Introduce the language of time and change through family stories, photographs, memories and familiar objects. Encourage curiosity about how life changes over time.	Foster curiosity through first-hand exploration of growth, life cycles and change. Children observe, investigate and begin to explain the world around them through play and enquiry.	Develop children's understanding of their local coastal environment through Beach School, exploration and environmental stewardship. Encourage children to recognise that they can care for the places they value.	Celebrate children's learning journey by comparing people, places and experiences while preparing them emotionally, socially and academically for Reception.
Greatstone Way Links	CARE • Belonging • Relationships • Ready, Respect, Safe	CARE • Relationships • Resilience • Community	Curiosity • Exploration • Communication • Independence	Creativity • Collaboration • Problem Solving • Confidence	Stewardship • Responsibility • Community • Sustainability	Reflection • Achievement • Community • Independence
Characteristics of Effective Learning	Playing and Exploring through rich experiences, building confidence to investigate and engage with others.	Active Learning by persevering, collaborating and developing confidence to try new experiences.	Creating and Thinking Critically by questioning, comparing and talking about change.	Planning, predicting, observing and investigating through practical experiences.	Applying knowledge independently outdoors through exploration, observation and problem-solving.	Reflecting on learning, making connections and communicating achievements with increasing confidence.
Key Vocabulary	family, friend, home, school, belong, happy, kind, share, safe, beach	celebration, festival, together, autumn, winter, light, tradition, family, community	old, new, before, after, memory, baby, change, photograph, family	grow, seed, plant, flower, tree, baby, change, life cycle, observe, habitat	beach, coast, sea, sand, shells, wildlife, protect, recycle, map, environment	world, journey, country, community, different, similar, explore, ready, Reception
Continuous Provision & Adult-Led Learning	Family role play, mirrors, self-portraits, small world families, sensory play, story sharing, circle time, phonics foundations, mathematical exploration and outdoor play.	Celebration role play, creative arts, music, cooking, seasonal investigations, storytelling, collaborative projects, pattern work and language development.	Family albums, memory boxes, role play, sequencing, storytelling, photographs, discussion and creative responses.	Gardening, planting, investigations, water play, construction, mark making, observational drawing, science exploration and collaborative problem-solving.	Beach role play, maps, small world environments, nature investigations, fieldwork, environmental play, creative construction and outdoor mathematics.	Travel role play, books about the wider world, maps, globes, creative arts, collaborative projects, transition activities and independent challenges.
Beach School & Outdoor Learning	Introduce Beach School routines, explore natural materials, develop confidence outdoors and learn how to stay safe in the coastal environment.	Observe seasonal change, investigate weather, create natural artwork and notice how the beach changes during autumn and winter.	Compare photographs of familiar places, notice change over time and use outdoor storytelling to develop historical language.	Plant seeds, care for plants, investigate habitats, observe insects and explore life cycles through first-hand experiences.	Regular Beach School sessions exploring habitats, wildlife, mapping, environmental care, litter picking and stewardship of the coastline.	Reflect on favourite outdoor experiences, compare environments and celebrate becoming confident explorers ready for Reception.
Whole-School Hook	Greatstone Time Capsule Launch	Festival of Light Launch	Time Traveller Experience	Greatstone Growing Challenge	Beach Guardians Campaign	Passport Around the World
Nursery Hook	A special treasure basket arrives filled with photographs, shells, natural objects and a letter welcoming children to Greatstone.	A magical lantern appears with celebration objects from different cultures for children to investigate.	A memory box filled with old toys, clothes and family photographs encourages children to ask questions about the past.	A mystery seed arrives with a challenge to discover how to help it grow.	A message in a bottle asks the children to become Greatstone Beach Explorers and protect the coastline.	A suitcase, passport and postcards arrive, inviting children to celebrate their Nursery journey and prepare for Reception.
Shared Showcase	Family Stay and Play & Community Display	Winter Celebration	Nursery Memory Museum	Growing Together Exhibition	Beach Guardians Celebration	Nursery Graduation & Transition Celebration
Assessment Opportunities	Baseline observations, Learning Journeys, PSED, Communication and Language, Characteristics of Effective Learning, parent voice and Beach School observations.	Observations of language development, relationships, collaboration, resilience and independent learning within provision.	Evidence of chronological language, communication, curiosity, sequencing and understanding of change.	Evidence of scientific enquiry, observation, prediction, explanation and collaborative exploration.	Geographical language, environmental awareness, outdoor learning, teamwork and independent application through play.	End-of-year assessment, Learning Journeys, child voice, transition evidence and demonstration of readiness for Reception.
Preparing for Reception	Children develop secure relationships, routines and confidence, preparing them for Reception – All About Me , where they build a stronger sense of identity, belonging and community.	Children gain an understanding of celebrations, traditions and seasonal change, preparing them for Reception – Sparkle and Shine , where they explore communities, diversity and resilience in greater depth.	Children begin to understand the concepts of past and present , preparing them for Reception – Long Ago , where they investigate photographs, artefacts and historical enquiry more explicitly.	Children develop enquiry skills by observing growth, asking questions and explaining change, preparing them for Reception – Ready, Steady, Grow , where scientific thinking and investigation become more structured.	Children develop confidence exploring Greatstone, Beach School and their local environment, preparing them for Reception – On the Beach , where they undertake richer fieldwork, mapping and environmental stewardship.	Children leave Nursery as confident, independent learners with secure foundations in communication, relationships, curiosity and exploration, fully prepared to begin the Reception curriculum and continue their Greatstone Way learning journey.
This provides the foundation for Reception's Years Gone By theme and the more explicit exploration of Past and Present within the EYFS curriculum.						

EYFS – Knowledge and Understanding of the world - Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	All About Me	Sparkle and Shine	Long Ago	Ready, Steady, Grow	On the Beach	Around the World
Greatstone Way Theme	ROOTS	SURVIVORS	EXPLORERS	INVENTORS	PROTECTORS	LEGACY
Whole-School Learning Question	Where do I belong and how can we grow together?	How can we survive challenges and keep going?	What will we discover as we explore the world?	How can we use our ideas to invent the future?	How can we protect our planet and each other?	What kind of legacy do we want to leave behind?
EYFS Big Question	Who am I and where do I belong?	Why do people celebrate together and how do traditions help us belong?	How do we know about the past?	How do living things grow and change?	How can we care for our beach and local environment?	How is our world similar and different?
Prior Learning	Children's experiences from home, nursery and family life. Familiar routines, relationships and local experiences provide the starting point.	Secure routines, confidence in the classroom, understanding of belonging, friendships and the school community.	Children's understanding of celebrations, traditions and seasonal change provides the first understanding of the passing of time.	Knowledge of the past through stories, photographs and artefacts supports scientific enquiry into growth and change.	Children's understanding of living things, habitats and growth prepares them to investigate and care for their local coastal environment.	Children's knowledge of Greatstone, habitats and environmental responsibility prepares them to compare places and communities around the world.
Curriculum Rationale	Establish a secure sense of belonging, build positive relationships and develop children's understanding of themselves, their families, school and the Greatstone community. Introduce Beach School routines and local exploration to foster curiosity and confidence.	Extend children's understanding beyond themselves by exploring celebrations, traditions, festivals and seasonal change. Develop empathy, resilience and appreciation of different cultures and communities through shared experiences.	Introduce early historical thinking by helping children understand the concepts of past and present. Children investigate photographs, artefacts, stories and family memories while developing chronological language and enquiry skills.	Encourage children to investigate how living things grow and change through first-hand observation, scientific enquiry and practical exploration. Curiosity, creativity and problem-solving become central to learning.	Develop children's understanding of their unique coastal environment through Beach School, fieldwork and environmental stewardship. Children learn how people and wildlife depend upon healthy habitats and how they can make a positive difference.	Broaden children's understanding of the wider world by comparing countries, cultures, people and environments. Reflect upon the Reception journey and celebrate how children have grown as learners and members of the Greatstone community.
Greatstone Way Links	CARE • Belonging • Relationships • Ready, Respect, Safe	CARE • Relationships • Perseverance • Community • Respect	Curiosity • Exploration • Oracy • Independence	Creativity • Collaboration • Problem Solving • Aspirations	Stewardship • Community • Responsibility • Sustainability • Kindness	Reflection • Achievement • Community • Legacy • Leadership
Characteristics of Effective Learning	Playing and Exploring through new experiences; developing confidence to investigate independently; building positive learning behaviours.	Active Learning through participation, resilience and teamwork; developing confidence to try unfamiliar experiences and persevere.	Creating and Thinking Critically by questioning, comparing, sequencing and discussing evidence from the past.	Planning, predicting, observing and evaluating through practical scientific investigations and collaborative enquiry.	Applying knowledge independently outdoors through exploration, observation, problem-solving and collaborative environmental projects.	Reflecting upon learning, making connections across the year and confidently communicating ideas, opinions and achievements.
Key Vocabulary	family, belong, friend, school, home, community, beach, coast, safe, respect, routine, explore	celebration, festival, tradition, Diwali, Christmas, remembrance, autumn, winter, season, light, kindness, together	past, present, old, new, before, after, memory, photograph, artefact, history, change	grow, seed, root, stem, leaf, flower, life cycle, habitat, observe, predict, investigate	coast, beach, sea, habitat, tide, dunes, wildlife, protect, recycle, environment, map, journey	world, country, continent, ocean, globe, culture, compare, similar, different, travel, community
Continuous Provision & Adult-Led Learning	Family role play, self-portraits, collaborative art, community walks, phonics, mathematical investigations, story sessions, circle time, vocabulary development and outdoor exploration.	Festival role play, music and dance, seasonal investigations, pattern making, collaborative art, cooking, storytelling, RE exploration, mathematical pattern work and reflective discussion.	Museum role play, artefact investigation, timelines, sequencing activities, historical storytelling, writing opportunities, role play, questioning and discussion.	Gardening, planting, measuring growth, observational drawing, investigations, construction challenges, creative design, scientific vocabulary development and practical exploration.	Beach role play, maps, environmental investigations, habitat studies, classification activities, outdoor maths, creative art, fieldwork and collaborative problem-solving.	Travel role play, maps and globes, world stories, music, art, food tasting, cultural exploration, comparative discussions, collaborative enquiry and transition activities.
Beach School & Outdoor Learning	Introduce Beach School routines, safe exploration, collecting natural treasures, recognising local coastal features and developing confidence outdoors.	Observe seasonal change, investigate weather, create natural art, explore winter habitats and discuss how people and animals adapt to changing conditions.	Compare old and new photographs of Greatstone Beach, identify changes over time, create simple timelines and use storytelling outdoors.	Grow plants, investigate habitats, explore seasonal growth, care for wildlife, observe mini-beasts and use natural resources to solve problems.	Weekly Beach School sessions focusing on habitats, wildlife, mapping, litter picking, environmental stewardship and caring for the local coastline.	Compare beaches and environments around the world, explore habitats, reflect on caring for the planet and celebrate children's role as responsible global citizens.
Whole-School Hook	Greatstone Time Capsule Launch	Festival of Light Launch	Time Traveller Experience	Greatstone Growing Challenge	Beach Guardians Campaign	Passport Around the World
Reception Hook	Mystery suitcase containing beach treasures, family photographs and a welcome letter from Greatstone.	A mysterious lantern arrives with a letter inviting children to discover how people celebrate light and hope around the world.	A dusty suitcase filled with old toys, photographs and artefacts appears in the classroom, encouraging children to become history detectives.	A mystery seed arrives with a challenge asking children to discover what living things need to survive and grow.	A message in a bottle washes up on the beach asking Reception to become Greatstone's first Beach Guardians.	Children receive passports and boarding passes inviting them to explore countries, cultures and environments across the world.
Shared Showcase	Community Heritage Day and Greatstone Story Exhibition	Greatstone Winter Celebration	Reception Museum	Greatstone Garden Exhibition	Beach Guardians Celebration	Greatstone World Expo and Reception Graduation Celebration
Assessment Opportunities	Baseline observations, Learning Journeys, child voice, PSED observations, communication and language, Characteristics of Effective Learning and Beach School observations.	Ongoing observations of language, collaboration, resilience, understanding of celebrations and independent application within continuous provision.	Evidence of chronological understanding, historical vocabulary, sequencing, questioning, discussion and storytelling.	Evidence of scientific enquiry, prediction, observation, recording change, explanation and collaborative problem-solving.	Geographical language, environmental awareness, fieldwork skills, map use, teamwork and application of learning outdoors.	End of Reception assessment, independent application of learning, pupil reflection, transition evidence and celebration of progress across all areas of learning.
Next Learning	Sparkle and Shine	Long Ago	Ready, Steady, Grow	On the Beach	Around the World	Year 1 – Childhood , where children apply their understanding of chronology, belonging, community, observation and comparison to begin formal historical enquiry.

YEAR 1 – CHILDHOOD – Autumn 1 and Autumn 2

How has childhood changed over time?

Section	Curriculum Overview
Curriculum Rationale	This project introduces children to history by beginning with the most familiar subject—themselves. Pupils explore their own lives before comparing them with the childhood experiences of parents, grandparents and children from the past. They begin to understand that life changes over time and that evidence such as photographs, toys, clothing and family memories can help us learn about history. By making connections between their own experiences and those of others, pupils develop chronological understanding and begin thinking like young historians.
The Greatstone Way	ROOTS – Who are we and where do we belong? Children develop a sense of identity by exploring themselves, their families and their community. They learn that every family has its own history and that everyone's story is important. Through the values of Care, Dream and Dare, pupils begin to appreciate similarities and differences while showing respect for different experiences.
National Curriculum Coverage	Changes within living memory; events beyond living memory where appropriate; using common words and phrases relating to the passing of time; identifying similarities and differences between ways of life in different periods; asking and answering questions using sources including photographs, artefacts and stories.
Curriculum Journey	Previous Learning: Children build on their EYFS understanding of themselves, their families, memories and the passing of time. They begin to recognise that people change as they grow and that everyone has a personal history. Current Learning: Pupils explore childhood within living memory, comparing their own lives with those of parents, grandparents and Victorian children. They investigate how childhood has changed while recognising aspects that have remained the same. Future Learning: This provides the foundations for School Days , where pupils investigate how education has changed over time, before progressing into Year 2 where they study significant people and begin to explore wider historical change beyond living memory.
Sticky Knowledge	People change as they grow older. The past happened before today. Families have different histories. Old and new objects can be compared. Photographs provide evidence about the past. Toys, homes, clothes and schools have changed over time. Some things stay the same while others change. Childhood changes over time because society changes. Families can have different structures, traditions and experiences. Toys, photographs, books and memories are valuable historical sources. Historians use evidence from living memory to learn about the recent past. Some aspects of childhood have changed, while others have remained the same.
Historical Skills	Sequence events within living memory using simple timelines. Compare childhood in different periods using photographs, artefacts and oral histories. Ask and answer historical questions about the past. Identify similarities, differences, continuity and change. Use historical vocabulary such as past, present, before, after, memory, evidence, compare and chronology. Communicate historical understanding through discussion, drawing and writing.
Substantive Concepts	Childhood • Family • Community • Change • Continuity • Identity • Chronology
Disciplinary Concepts	Chronology • Historical Evidence • Historical Enquiry • Similarity and Difference • Continuity and Change • Historical Significance
Core Vocabulary	memory, childhood, family, parent, grandparent, baby, toddler, teenager, adult, past, present, before, after, change, compare, evidence, photograph, artefact, diary, timeline, history, Victorian, modern, similarities, differences, past, present, before, after, yesterday, today, tomorrow, old, new, childhood, family, memory, photograph, timeline, history, change, compare, evidence, generation
Reading Spine	Core Texts <i>Peepo! – Janet and Allan Ahlberg</i> <i>When We Were Giants – Emma Dodson</i> Supporting Texts <i>Now & Then – Heather Amery</i> <i>A Street Through Time</i> <i>Historical photographs of childhood</i> <i>Oral histories and family memory books</i>
Cross-Curricular Links	English: Recounts, interviews, questioning, captions and descriptive writing. Art: Self-portraits and family portraits through time. DT: Investigating and comparing old and new toys. Computing: Digital timelines and recording family interviews. PSHE: Families, relationships, identity and belonging. Science: Human growth and life cycles. Mathematics: Sequencing, ordering and measuring time.

Beach School & Outdoor Learning	Investigate how children have played outdoors across different generations. Compare traditional playground games with modern games and Beach School activities. Use natural materials to recreate traditional toys and explore how outdoor play has changed while recognising that spending time outdoors has always been important for children's wellbeing.
Greatstone & Kent Links	Collect oral histories from families and members of the Greatstone community. Compare childhood experiences in Greatstone across different decades using photographs, memorabilia and local memories. Explore how the seaside, local environment and community have influenced childhood experiences over time.
Memorable Hook	Mystery Memory Box – Pupils discover a collection of toys, clothing, photographs, books and everyday objects from different periods of history. Working as young historians, they investigate each artefact, ask questions and predict who might have owned the objects before beginning their enquiry into how childhood has changed over time.
Authentic Outcome / Showcase	Our Childhood Museum Families are invited to visit an exhibition where pupils display timelines, family history work, toy investigations, interviews, labelled artefacts and comparisons between childhood then and now. Pupils act as museum guides, explaining what they have discovered about the past.
Assessment End Point	Pupils explain how childhood has changed within living memory by comparing their own experiences with those of parents, grandparents and Victorian children. They sequence events chronologically, identify similarities and differences, recognise continuity and change, use historical vocabulary accurately and interpret photographs, artefacts and oral histories as historical evidence.

Suggested Six-Week Teaching Sequence

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Beach School / Outdoor Learning	Assessment Opportunity
Week 1	What is history?	History helps us learn about the past. We can learn from photographs, objects and memories.	<i>What can we learn about the past?</i>	Open the Memory Museum and investigate mystery artefacts. Sort objects into old and new. Introduce a simple class timeline using pupils' own lives. Discuss what pupils already know about the past and generate enquiry questions.	Create a giant timeline outdoors showing children's lives from birth to the present. Collect natural objects representing different stages of growing up.	Can pupils explain that history is about the past and identify simple historical evidence?
Week 2	How have we changed?	People grow and change over time.	<i>How have I changed since I was a baby?</i>	Bring baby photographs from home. Compare babies, toddlers and older children. Sequence photographs and discuss changes in appearance, abilities and interests. Produce labelled timelines of personal growth.	Measure heights using natural markers and compare growth. Create self-portraits using natural materials collected outside.	Can pupils sequence their own life chronologically and use vocabulary such as before, after and now?
Week 3	How did our families grow up?	Childhood was different for parents and grandparents.	<i>What was childhood like for older people?</i>	Interview visitors or use recorded family memories. Compare toys, games, television, clothes and schools from different generations. Record similarities and differences using comparison charts.	Play traditional playground games outdoors and compare them with modern games. Create simple outdoor role play based on childhood games from the past.	Can pupils identify similarities and differences between childhood then and now?
Week 4	How have toys changed?	Toys have changed because materials, technology and lifestyles have changed.	<i>Which toys are old and which are new?</i>	Investigate historical toys, handle replica artefacts and compare materials. Sort toys into timelines and explain reasons for change. Design and label a favourite traditional toy.	Build simple traditional toys using sticks, pebbles, shells and natural materials. Explore rolling, spinning and balancing activities.	Can pupils use evidence from artefacts to explain differences between old and new toys?
Week 5	What can photographs tell us?	Photographs help historians learn about the past.	<i>What clues can we find in old photographs?</i>	Compare historical photographs of Greatstone, homes, transport and beaches. Spot differences and similarities. Learn that photographs are historical evidence and discuss what they can and cannot tell us. Prepare museum displays.	Visit a familiar location and recreate historical photographs. Compare the environment then and now through observation and discussion.	Can pupils identify evidence from photographs and explain what they notice?
Week 6	Reflection and Showcase	We can explain how childhood has changed over time.	<i>How has childhood changed?</i>	Complete independent historical writing and present the Childhood Museum to families. Pupils become museum guides, explaining exhibits, timelines and artefacts while answering visitors' questions. Reflect on how everyone's childhood is unique but connected through family history.	Lead visitors around an outdoor timeline and memory trail, sharing family stories and historical discoveries made throughout the project.	Final assessment against chronology, vocabulary, historical enquiry and comparison skills.

Autumn 2 (SURVIVORS)

Weeks 7–12 Suggested Teaching Sequence

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 7	How has childhood changed over time?	Childhood has changed because homes, families, technology and society have changed. Some aspects of childhood remain the same.	How is childhood today different from the past?	Compare toys, clothes, homes and family life from the Victorian era, the 1950s and today. Sequence photographs chronologically and identify similarities and differences. Create a class timeline of childhood.	Can pupils recognise changes and similarities in childhood over time?
Week 8	How did children overcome challenges in the past?	Children in the past often faced greater challenges, including work, limited education and fewer opportunities. Families worked together to overcome difficulties.	What challenges did children face in the past?	Investigate Victorian childhood through photographs, artefacts and stories. Compare daily routines with children's lives today. Role-play a day in the life of a Victorian child and discuss fairness.	Can pupils explain simple differences between Victorian and modern childhood?
Week 9	How have toys and games changed?	Toys have changed because materials, technology and lifestyles have changed. Play remains an important part of childhood.	What can toys tell us about the past?	Handle old and modern toys. Compare materials, appearance and how they are used. Interview parents or grandparents about their favourite childhood games and create comparison charts.	Can pupils use artefacts to identify similarities and differences?
Week 10	How have families changed over time?	Families can look different, but love, care and belonging remain important. Family life has changed in many ways across generations.	What makes every family special?	Compare photographs of families from different decades. Create simple family timelines and discuss traditions, celebrations and responsibilities. Invite family members to share memories of their childhood.	Can pupils explain how family life has changed and stayed the same?

Week 11	Preparing our Childhood Museum	Photographs, artefacts and memories help historians understand childhood in the past.	How can we share our learning about childhood?	Create museum labels, timelines, toy displays, family memory books and comparison posters. Rehearse presentations explaining how childhood has changed while recognising what remains important.	Teacher assessment through discussion, chronology and historical vocabulary.
Week 12	Reflection and Showcase	Childhood changes over time, but every child deserves love, safety, learning and opportunities to thrive.	How has childhood changed over time?	Open the Greatstone Childhood Museum for families. Pupils present timelines, toys, photographs, family histories and comparisons between childhood past and present. Complete independent historical writing answering the enquiry question and reflect on how childhood continues to change.	Final assessment of chronology, historical vocabulary, comparison skills, use of evidence and understanding of continuity and change.

Reflection Question	Purpose
How has childhood changed over time?	To answer the project's Big Question by drawing together learning about childhood in different periods using historical evidence.
What has stayed the same about being a child?	To help pupils recognise continuity as well as change and understand that some aspects of childhood remain constant across generations.
What challenges did children face in the past?	To encourage pupils to develop empathy and understand how children and families adapted to different circumstances.
What can toys, photographs and memories tell us about the past?	To reinforce the importance of historical evidence and how historians learn about everyday life.
Why are all families different?	To celebrate diversity while helping pupils understand that family structures and experiences vary across time and communities.
Would you rather be a child today or in Victorian times? Why?	To encourage pupils to justify opinions using historical evidence rather than personal preference alone.
How do our families help us grow and overcome challenges?	To connect the learning to the SURVIVORS theme by exploring resilience, support and belonging within families.
How has this project helped you think like a historian?	To encourage pupils to reflect on the historical knowledge, enquiry skills and use of evidence developed throughout the project.

Teacher Notes

Area	Guidance
Common Misconceptions	Children in the past were always unhappy. All toys were homemade. Homes and family life were the same for everyone. Old photographs show colourless lives rather than simply black-and-white images. The past means "a very long time ago." Everything old is the same age. All families experienced childhood in the same way. Photographs tell the whole story without needing further questions.
Adaptive Teaching	Use concrete artefacts before introducing abstract historical ideas. Provide visual timelines and sequencing cards. Pre-teach key vocabulary through stories and role play. Encourage oral rehearsal before recording. Use mixed-ability talk partners to develop historical language Use family photographs and familiar objects to introduce chronology. Support vocabulary through picture cards and role play. Compare real artefacts with modern equivalents. Encourage oral discussion before independent writing and use timelines to reinforce sequencing.
Assessment Opportunities	Retrieval quizzes; vocabulary checks; sequencing activities; artefact comparisons; oral discussion; annotated photographs; simple timelines; comparison writing; end-of-project reflection.
Enrichment Opportunities	Invite grandparents or family members to share memories; create a class toy museum; visit a local museum; compare childhood objects from different decades; develop a family history display with photographs and stories. Loans Boxes Maidstone Museum - Toys Through Time – Box 1 and 2 (3rd box on it’s way!)

YEAR 1 – SCHOOL DAYS – Summer 1 and Summer 2	
How has our school changed over time?	
Section	Curriculum Overview
Curriculum Rationale	This project enables children to explore how schools have changed within living memory. Using their own experiences as a starting point, pupils compare modern classrooms with Victorian schools and investigate how education has developed over time. They explore similarities and differences in buildings, routines, lessons, behaviour, equipment and expectations. Through artefacts, photographs, school records and oral history, pupils begin to understand that schools have changed because society has changed. The project encourages children to appreciate the opportunities they have today while recognising that learning has always been important. The project also encourages children to recognise that schools are places where people are cared for, protected and helped to flourish, and that education continues to evolve to meet the needs of every child.

The Greatstone Way	PROTECTORS – How can we protect our planet and each other? Pupils explore how education has evolved to better meet the needs of children. Pupils explore how schools help to protect children's rights, wellbeing, learning and future opportunities. By comparing schools from the past with those of today, they discover how education has changed to become safer, more inclusive and more responsive to children's needs. They learn that schools are communities built on care, responsibility and respect, where everyone has a role in helping others to learn and thrive.
National Curriculum Coverage	Changes within living memory; significant historical events and aspects of change in national life; developing chronological understanding; using historical vocabulary; asking and answering questions using artefacts, photographs, stories and oral history; identifying similarities and differences between periods.
Curriculum Journey	Previous Learning: Pupils have explored their own lives and family history through Childhood, developing an understanding of chronology and change over time. Current Learning: Pupils investigate how schools have changed from the Victorian era to the present day, using historical evidence to compare daily life, education and opportunities. Future Learning: This prepares pupils for Movers and Shakers, where they investigate significant individuals who changed education, society and the wider world, and for increasingly sophisticated studies of historical change throughout Key Stage 2.
Sticky Knowledge	Schools have changed to become safer and more inclusive for all children. Schools were different in the past. Victorian classrooms looked different from today's classrooms. Children used slates instead of exercise books. Behaviour rules were stricter. School uniforms have changed. Some things have stayed the same, including reading, writing and learning together. Schools continue to change to meet children's needs. Schools have changed because society has changed. Evidence from photographs, artefacts and memories helps us understand the history of schools.
Historical Skills	Sequence old and new schools on a timeline. Distinguish between past and present Place events on a simple timeline Use simple historical vocabulary confidently Communicate historical findings through speaking, drawing and writing Compare photographs and artefacts. Ask questions about life in the past. Identify similarities and differences. Use evidence to explain changes. Use vocabulary including before, after, past, present, Victorian, modern, compare and evidence.
Substantive Concepts	Education, Change, Community, Childhood, Chronology, significance
Disciplinary Concepts	Historical Evidence, Historical Enquiry, Chronology, Similarity and Difference, Interpretation, Continuity and CHange
Core Vocabulary	school, classroom, teacher, pupil, Victorian, slate, ink, desk, punishment, rule, lesson, timetable, modern, past, present, compare, evidence, history, artefact photograph, source, evidence, timeline, memory, learning, education
Reading Spine	<i>The Ragged School</i> (adapted extracts); <i>You Wouldn't Want to Be a Victorian Schoolchild!</i> ; <i>The Hundred Decker Bus</i> (school/community links); stories exploring school life past and present.
Cross-Curricular Links	English: Recounts, diary writing, questioning. Art: Victorian classroom sketches. DT: Designing traditional school equipment. Maths: Timelines and sequencing. PSHE: Rights, responsibilities and behaviour. Music: Victorian playground songs and rhymes.
Beach School & Outdoor Learning	Explore how outdoor learning helps us care for ourselves, others and our environment. Compare opportunities for learning outdoors today with those available in the past and discuss how schools help children learn safely, work together and protect the places they use.
Greatstone & Kent Links	Investigate Greatstone Primary through photographs, school logbooks, admission registers (where appropriate), former staff and pupil memories and changes to the school site. Compare education in coastal communities across Kent and discuss how schools continue to serve their local communities.
Memorable Hook	Victorian Classroom Experience – Children arrive to find the classroom transformed into a Victorian schoolroom. A strict teacher welcomes them using Victorian rules, slates and copybooks before revealing that they are beginning a historical investigation into schools through time.
Authentic Outcome / Showcase	Greatstone School Through Time Museum – Pupils curate an exhibition featuring timelines, Victorian writing, school artefacts, interviews, photographs and comparisons between past and present. Families are invited to experience a short Victorian lesson led by the children.
Assessment End Point	Pupils explain how schools have changed from the Victorian period to the present day, identifying similarities, differences, continuity and change. They sequence events chronologically, use historical vocabulary accurately and interpret photographs, artefacts and oral histories to answer historical questions.

Suggested Six-Week Teaching Sequence

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Beach School / Outdoor Learning	Assessment Opportunity
Week 1	Launching the enquiry – What was school like long ago?	Schools have changed over time. We can learn about them through photographs, artefacts and memories.	<i>How do we know what schools were like?</i>	Enter a Victorian classroom, investigate mystery artefacts, compare classroom objects and create a class enquiry board. Begin a timeline showing different periods of school history.	Build a giant school timeline outdoors. Explore old and modern playground equipment using natural materials.	Can pupils recognise that schools have changed and identify simple historical evidence?
Week 2	What was a Victorian classroom like?	Victorian classrooms were organised differently and had stricter rules.	<i>Would I like to be a Victorian pupil?</i>	Experience Victorian lessons using slates, handwriting practice and strict classroom routines. Compare seating, resources and behaviour expectations with today. Record similarities and differences.	Create writing tools from sticks, charcoal and natural materials. Explore outdoor games played by Victorian children.	Can pupils compare Victorian and modern classrooms using historical vocabulary?

Week 3	How have school resources changed?	Technology and resources have improved over time.	<i>What did children use before computers?</i>	Handle replica artefacts including slates, ink pens, copybooks and school bags. Compare them with modern equipment. Create labelled drawings and classify old and new resources.	Make natural paintbrushes and experiment with writing on bark, stones and sand to appreciate historical materials.	Can pupils explain why school equipment has changed?
Week 4	How has the school day changed?	Lessons, routines and expectations have developed over time.	<i>Would our school day have been different long ago?</i>	Compare timetables, subjects, lunches and playtimes from Victorian and modern schools. Interview adults about their school experiences and add findings to class timelines.	Recreate traditional playground games and compare them with today's games. Discuss fairness, teamwork and enjoyment.	Can pupils identify similarities and differences between school routines then and now?
Week 5	What can we learn from our own school?	Buildings, photographs and memories help us learn about local history.	<i>How has Greatstone Primary changed?</i>	Explore photographs, logbooks and historical evidence relating to the school. Invite visitors to share memories. Prepare displays for the exhibition using writing, artwork and labelled artefacts.	Complete a history trail around the school grounds identifying older and newer features. Sketch buildings and discuss why schools change over time.	Can pupils use local historical evidence to explain changes?
Week 6	Reflection and Showcase	Schools change because society changes, but learning remains important.	<i>How has school life changed over time?</i>	Complete independent historical writing and present the Greatstone School Through Time Museum . Pupils guide visitors through exhibits explaining how classrooms, lessons, behaviour and resources have changed. Reflect on what they value about learning today.	Lead families on a school history trail comparing different areas of the site while sharing historical discoveries.	Final assessment of chronology, historical vocabulary, comparison skills and use of evidence.

Summer 2 (LEGACY)

Weeks 7–12 Suggested Teaching Sequence

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 7	How did schools continue to change after Victorian times?	Schools continued to change throughout the twentieth century. Children experienced school differently during wartime and in the decades that followed.	How have schools changed over time?	Explore photographs from Victorian classrooms, 1940s classrooms, the 1960s and modern schools. Sequence images chronologically and discuss what changed and what stayed the same. Compare uniforms, equipment, classrooms and routines.	Can pupils place different school periods in chronological order and identify changes over time?
Week 8	How do schools help and protect children today?	Modern schools are designed to keep children safe, healthy and ready to learn. Schools now provide opportunities for every child regardless of background or need.	Why are schools important today?	Compare Victorian discipline with modern safeguarding, wellbeing and inclusion. Explore the roles of teachers, teaching assistants, lunchtime staff and other adults. Create class posters explaining how Greatstone helps children to thrive.	Can pupils explain how schools support and protect children today?
Week 9	How has learning changed?	Learning resources and technology have changed dramatically over time. Some aspects of learning remain the same, including reading, writing, mathematics and working together.	How has learning become different?	Compare slates, chalkboards and ink with laptops, tablets and interactive whiteboards. Handle historical artefacts where possible and compare them with modern equipment. Produce a timeline of classroom resources.	Can pupils explain similarities and differences between historical and modern learning?
Week 10	Why do we remember our school history?	Schools preserve memories and traditions that become part of their community's history. Every school has its own story.	Why is our school's history important?	Investigate Greatstone Primary through photographs, school records, class books and memories from former pupils or staff. Compare old and new school buildings and identify traditions that continue today. Begin preparing museum exhibits.	Can pupils explain why it is important to preserve the history of our school?
Week 11	Preparing our Greatstone School Through Time Museum	Historical evidence helps us tell stories about the past.	How can we share what we have learned?	Create timelines, labels, comparison posters, historical writing, interviews and artwork for the museum. Rehearse presentations explaining how education has changed while recognising what remains important about school life today.	Teacher assessment through discussion, historical vocabulary and explanation of evidence.
Week 12	Reflection and Showcase	Schools have changed over time to meet the changing needs of society, but learning, friendship and community remain important.	How has school life changed over time?	Open the Greatstone School Through Time Museum for families. Pupils act as historians, explaining artefacts, timelines, photographs and comparisons between Victorian and modern schools. Complete independent historical writing answering the enquiry question and reflect on how today's education creates opportunities for the future.	Final assessment of chronology, historical vocabulary, comparison skills, use of evidence and understanding of change and continuity.

Reflection Questions	Purpose
What have we learned about schools in the past?	Pupils summarise the key historical knowledge and vocabulary about Victorian schools, classrooms, routines and how education has changed over time.
What do you think schools might be like in the future?	To promote historical thinking by recognising that change continues over time and that today's schools will one day become part of history.
Which school would you rather attend—Victorian or modern—and why?	To encourage pupils to justify opinions using historical evidence rather than personal preference alone.
Why should we remember the history of our school?	To develop an understanding of historical significance and how local history contributes to community identity.
How does Greatstone Primary help children today?	To connect historical learning with pupils' own experiences and recognise how modern schools promote safety, inclusion and wellbeing.
Why is learning important for everyone?	To encourage pupils to consider how education creates opportunities and supports individuals and communities.

How has our thinking changed?	Pupils reflect on how historical photographs, artefacts, school records and role play have helped them understand similarities and differences between Victorian schools and their own experiences.
How does this help us understand Greatstone and our world today?	Pupils make connections between the history of education, the development of Greatstone Primary and the importance of learning, opportunity and inclusion in modern society.

Teacher Notes

Area	Guidance
Common Misconceptions	Victorian schools were all the same. Every child attended school regularly. Punishment happened constantly. Modern schools are completely different in every way. Victorian schools were always unhappy places. Old photographs tell the whole story without interpretation. Modern schools are completely different from schools in the past. Victorian children never enjoyed school. Technology is the only thing that has changed. Schools have always been available to every child. School rules are less important today than they were in the past. All schools look and operate in the same way. Victorian schools were bad and modern schools are perfect.
Adaptive Teaching	Use practical role play and replica artefacts. Introduce vocabulary using photographs and labelled diagrams. Build chronological understanding through timelines. Compare classrooms visually before asking pupils to write independently. Handle real or replica artefacts wherever possible. Support chronological understanding using classroom timelines. Continue using paired historical photographs to reinforce chronology and comparison. Revisit the class timeline regularly, adding each new period of schooling. Use artefacts (or replica artefacts) to support pupils who benefit from concrete learning experiences. Model comparative language using sentence stems (e.g. In the past... Today..., One similarity is..., One difference is...). Provide visual vocabulary cards and picture prompts to reinforce key historical terms. Use role play and drama to compare experiences of Victorian and modern pupils. Support pupils in recognising continuity as well as change by highlighting aspects of school life that remain familiar.
Assessment Opportunities	Retrieval quizzes; vocabulary checks; comparison tables; timeline activities; source analysis using photographs; discussion; diary writing; museum presentations; end-of-project reflection.
Enrichment Opportunities	Hold a Victorian School Day; invite former pupils or retired teachers to share memories; investigate the history of Greatstone Primary; Explore archived photographs of Greatstone schools. Visit a local heritage classroom or museum; create a school history exhibition for families. Loans Boxes Maidstone Museum - Victorians

YEAR 2 – MOVERS AND SHAKERS – Autumn 1 and Autumn 2- What makes someone historically significant?	
Section	Curriculum Overview
Curriculum Rationale	This project introduces pupils to the concept of historical significance by exploring the lives of people who have shaped Britain and the wider world. Children investigate a diverse range of significant individuals from different periods and fields, including exploration, science, medicine, activism, engineering, the arts and public service. They learn that one person's ideas, actions or achievements can have a lasting impact on society. Pupils begin to ask why some people are remembered, how evidence helps us learn about them and what qualities enabled them to make a difference.
The Greatstone Way	ROOTS – Who are we and where do we belong? Children learn that every individual has the potential to contribute positively to their community. Through the values of Care, Dream and Dare , pupils explore resilience, courage, kindness and determination, recognising that ordinary people can achieve extraordinary things through perseverance and service to others.
National Curriculum Coverage	The lives of significant individuals in the past who have contributed to national and international achievements; comparing aspects of life in different periods; developing chronological understanding; using historical vocabulary; asking and answering questions using sources and evidence.
Curriculum Journey	Previous Learning: Pupils have explored their own lives and family histories in <i>Childhood</i> and investigated how schools have changed over time in <i>School Days</i> . They understand chronology within living memory and have begun to use historical evidence to compare the past and present. Current Learning: Pupils investigate the lives of significant individuals who have shaped Britain and the wider world. They discover how courage, determination, creativity and leadership have enabled people to overcome challenges and improve the lives of others. Future Learning: This prepares pupils for Year 3 studies of invasion and settlement, where they begin to investigate wider historical periods, causes and consequences, using increasingly complex historical evidence.
Sticky Knowledge	Significant individuals have shaped history in different ways. People become historically significant because they influence others or change the world.

	Some individuals overcame great challenges to achieve success. Historical sources help us understand the lives of significant people. Different people made different contributions in different periods of history. We remember significant people because of the legacy they leave behind.
Historical Skills	Sequence significant people on a simple timeline. Ask and answer historical questions using a range of sources. Compare the achievements of different historical figures. Identify why people are remembered today. Recognise cause and consequence in simple historical events. Use historical vocabulary to explain significance. Communicate findings through speaking, writing, drama and artwork.
Substantive Concepts	Significance, Achievement, Innovation, Leadership, Change, Legacy
Disciplinary Concepts	Chronology • Historical Evidence • Historical Enquiry • Cause and Consequence • Historical Significance • Similarity and Difference
Core Vocabulary	significant, achievement, influence, courage, leadership, explorer, inventor, scientist, activist, monarch, nurse, pilot, astronaut, change, invention, evidence, source, timeline, chronology, legacy, community, determination, resilience
Reading Spine	Core Text <i>Little People, BIG DREAMS (selected biographies)</i> Supporting Texts <i>Fantastically Great Women Who Changed the World – Kate Pankhurst</i> <i>The Extraordinary Life of Rosa Parks</i> <i>Neil Armstrong (non-fiction)</i> <i>The Story of Mary Seacole</i> <i>Age-appropriate biographies linked to the chosen significant individuals.</i>
Cross-Curricular Links	English: Biography writing, diary entries, speeches and interviews. Art: Portraits inspired by significant individuals. DT: Designing inventions inspired by famous inventors. Computing: Researching historical figures using digital sources. Science: Inventors and scientists who changed the world. PSHE: Aspirations, resilience, equality and making a positive difference. Mathematics: Timelines, chronology and interpreting dates.
Beach School & Outdoor Learning	Take inspiration from famous explorers, scientists and naturalists by carrying out investigations outdoors. Use Beach School to develop teamwork, resilience and problem-solving through practical challenges inspired by historical figures who demonstrated perseverance and curiosity.
Greatstone & Kent Links	Investigate significant people connected with Kent where appropriate. Compare national figures with local community heroes, exploring how individuals have contributed to life in Greatstone and the surrounding area. Invite community members to share stories about people who have inspired positive change locally.
Memorable Hook	The Hall of Fame Mystery – Children discover portraits, artefacts, letters and mystery objects belonging to famous people. Working as historians, they investigate clues to identify who each person was and why they are remembered today.
Authentic Outcome / Showcase	Greatstone Hall of Fame – Pupils create a living museum celebrating significant people through speeches, biographies, artwork, timelines, drama and interactive displays. Families visit while children explain why each individual deserves to be remembered.
Assessment End Point	Pupils explain why significant individuals are remembered and describe how they influenced Britain or the wider world. They place people on a simple timeline, compare achievements, identify causes and consequences of important actions, use historical vocabulary accurately and interpret historical sources to answer questions about the past.

Suggested Six-Week Teaching Sequence

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Beach School / Outdoor Learning	Assessment Opportunity
Week 1	Launching the enquiry – What makes someone significant?	Significant people make a difference that others remember.	What makes a person important in history?	Open the Hall of Fame Mystery boxes containing portraits, objects and clues. Children investigate artefacts, predict who they belonged to and discuss what makes someone memorable. Introduce the concept of historical significance and begin a class timeline of famous people.	Create a giant outdoor timeline using ropes and natural materials. Children position picture cards of significant people in chronological order and justify their decisions.	Can pupils explain what "significant" means and identify simple reasons why someone might be remembered?
Week 2	How have significant people helped others?	Some people improved the lives of others through kindness, bravery and determination.	How can one person change lives?	Study figures such as Florence Nightingale and Mary Seacole. Compare their contributions using photographs, artefacts and stories. Write diary entries and role-play interviews exploring their work and legacy.	Complete teamwork challenges linked to caring for others. Build simple emergency shelters and discuss helping people in difficult situations.	Can pupils explain how historical figures improved the lives of others?
Week 3	How have inventors and scientists changed our lives?	Inventions solve problems and improve everyday life.	Which inventions have changed the world?	Investigate inventors and scientists such as Isambard Kingdom Brunel, George Stephenson or other curriculum-linked figures. Compare life before and after inventions. Design an invention that solves a modern problem and explain its purpose.	Design and build simple bridges or structures using natural materials, testing strength and stability.	Can pupils explain why inventions are significant?

Week 4	How have explorers and leaders changed history?	Explorers and leaders have influenced how people understand the world.	Why do we remember explorers?	Explore significant explorers and leaders through maps, stories and historical evidence. Discuss courage, perseverance and responsible exploration. Compare journeys from the past with modern travel.	Orienteering activities around the school grounds. Use maps and simple navigation challenges to experience exploration first-hand.	Can pupils explain why explorers are remembered today?
Week 5	How do historians decide who is significant?	Evidence helps us understand why people are remembered.	Who deserves a place in our Hall of Fame?	Compare different historical figures and debate who should be included in the Greatstone Hall of Fame. Use evidence to justify opinions. Prepare biographies, speeches and exhibition displays.	Create outdoor portrait galleries using natural materials and present speeches explaining why each individual deserves recognition.	Can pupils use evidence to justify why someone is historically significant?
Week 6	Reflection and Showcase	Significant people leave lasting legacies that continue to influence our lives today.	How have significant people changed our world?	Complete independent historical writing answering the enquiry question. Present the Greatstone Hall of Fame , acting as historians and museum guides. Share biographies, timelines, artwork, speeches and interactive displays with families before reflecting on how pupils themselves can make a positive difference in the future.	Lead visitors through an outdoor timeline and "Living History Gallery", explaining the achievements and legacy of significant individuals while connecting learning to the Greatstone Way values.	Final assessment against chronology, historical enquiry, significance, evidence and historical vocabulary.

Autumn 2 (SURVIVORS)

Weeks 7–12 Suggested Teaching Sequence

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 7	How did significant people overcome challenges?	Many significant individuals faced obstacles before achieving success. Determination and resilience helped them make a difference.	What challenges did significant people overcome?	Revisit the significant individuals studied so far. Explore the barriers they faced and how they persevered. Create resilience timelines and compare the challenges experienced by different people.	Can pupils explain how determination helped significant individuals achieve their goals?
Week 8	How did significant people improve the lives of others?	Significant individuals often worked to improve health, education, science, equality or exploration for future generations.	How did one person's actions change the lives of others?	Investigate examples such as Florence Nightingale, Mary Seacole, Rosa Parks or Neil Armstrong. Compare their achievements and identify the lasting impact of their work. Produce simple cause-and-effect diagrams.	Can pupils explain the impact of a significant person's achievements?
Week 9	How do we remember significant people today?	People are remembered through monuments, museums, books, anniversaries and celebrations because of their achievements.	Why do we remember some people from the past?	Explore statues, memorials, museums and commemorative events. Compare different ways society remembers important people. Design a memorial or museum display for a chosen individual.	Can pupils explain why significant people continue to be remembered?
Week 10	Who inspires us today?	People continue to make positive contributions to society today. Historical significance is not limited to the distant past.	Who is making a difference in our community today?	Compare historical figures with modern role models and local community heroes. Invite a visitor or explore examples of people making a positive difference in Greatstone or Kent. Discuss what qualities make someone inspiring.	Can pupils compare historical and modern role models using evidence?
Week 11	Preparing the Greatstone Hall of Fame	Historical evidence helps us explain why people are significant.	How can we share the stories of significant people?	Create biographies, timelines, portraits, speeches and museum displays. Rehearse presentations explaining why each person deserves a place in the Greatstone Hall of Fame.	Teacher assessment through historical vocabulary, chronology and explanation of significance.
Week 12	Reflection and Showcase	Significant people leave a lasting legacy through their actions, ideas and achievements.	Why do some people change the world?	Open the Greatstone Hall of Fame to families. Pupils become museum guides, explaining the achievements, challenges and legacies of their chosen individuals. Complete independent historical writing answering the enquiry question and reflect on how resilience and determination can inspire us today.	Final assessment of chronology, historical significance, historical vocabulary, use of evidence and understanding of cause, consequence and legacy.

Reflection Question	Purpose
Why do some people become historically significant?	To answer the project's Big Question by drawing together learning about the achievements, influence and legacy of significant individuals.
What challenges did your chosen person overcome?	To develop understanding of resilience and perseverance, linking directly to the SURVIVORS theme.
How did one person's actions improve the lives of others?	To reinforce the concepts of cause and consequence and recognise how individuals can create positive change.
Why do we remember some people from the past?	To deepen pupils' understanding of historical significance and legacy.
Who inspires you and why?	To encourage pupils to make meaningful connections between historical figures, modern role models and their own aspirations.
How do museums, books and memorials help us remember history?	To develop understanding of historical evidence and how the past is preserved and shared.
How can one person make a difference in their community?	To help pupils connect historical learning to their own lives and recognise that everyone has the potential to contribute positively.
How has this project helped you think like a historian?	To encourage metacognition by reflecting on the historical enquiry skills, chronology and use of evidence developed throughout the project.

Teacher Notes

Common Misconceptions

- Famous and significant mean the same thing.
- Only people from a long time ago can be historically significant.
- One person changes history on their own.

- Portraits and photographs tell us everything we need to know.
- Famous and significant mean the same thing.
- One person changes history on their own.
- All historical figures were universally admired.
- Significant people always lived a long time ago.
- People become important simply because they were wealthy or powerful.
- Historical sources always tell the complete story.
- Significant people were successful because life was easy for them.
- Only famous people can make a difference.
- Historical figures always worked alone.
- Once someone becomes significant, everyone agrees about their importance.
- Historical achievements happened quickly without setbacks.
- Modern people cannot become historically significant.

Adaptive Teaching

- Use high-quality stories and biographies before introducing factual comparisons.
- Provide visual timelines and picture-supported vocabulary.
- Use drama, hot-seating and role play to deepen understanding.
- Model historical questioning using photographs and artefacts.
- Scaffold comparison writing with sentence stems and discussion prompts.
- Use timelines to reinforce chronology throughout the project.
- Compare several significant individuals using common criteria.
- Use photographs, portraits, artefacts and simple written sources together.
- Provide structured comparison grids and sentence stems.
- Encourage pupils to justify opinions using historical evidence.
- Use role play and hot seating to develop empathy and historical understanding.
- Revisit timelines regularly to reinforce chronology.
- Compare significant individuals using common themes such as courage, innovation and leadership.
- Use photographs, artefacts, biographies and video clips to support understanding.
- Provide sentence stems to support comparison and explanation ("This person is significant because...", "They overcame... by...", "Their legacy is...")
- Use drama, hot seating and role play to deepen empathy and historical understanding.
- Encourage pupils to justify opinions using evidence from historical sources.

Assessment Opportunities

- Retrieval quizzes on significant individuals.
- Timeline sequencing.
- Evidence discussions using artefacts and portraits.
- Vocabulary retrieval.
- Biography writing.
- Oral presentations during the Hall of Fame exhibition.
- Pupil voice and floor books.
- Independent explanation of historical significance.

Enrichment Opportunities

- Invite local community role models to speak about making a difference.
- Visit a local museum or heritage site.
- Celebrate inspirational people from the Greatstone community.
- Hold a whole-school **Greatstone Hall of Fame Day**, where each class presents a significant individual connected to their curriculum.

YEAR 2 – MAGNIFICENT MONARCHS – Summer 1 and Summer 2	
How has the monarchy shaped Britain?	
Section	Curriculum Overview
Curriculum Rationale	This project introduces pupils to the history of the British monarchy. Throughout the project, pupils are encouraged to think critically about leadership by considering how different monarchs used their power. They explore that while some rulers worked to protect their people, communities and country, others made decisions that created conflict, inequality or hardship. This helps children understand that historical leadership can be viewed from different perspectives. Children investigate the role of a monarch, how the monarchy has changed over time and why some monarchs are remembered more than others. Through stories, portraits, castles, crowns, artefacts and historical sources, pupils develop their understanding of chronology, significance and leadership while recognising that the monarchy continues today.

The Greatstone Way	PROTECTORS – How can we protect our planet and each other? Pupils explore how monarchs have shaped Britain through the decisions they made as leaders. By studying a range of kings and queens, children consider how leadership can be used to protect people, communities and the country, but also recognise that not all decisions benefited everyone. Through historical enquiry they begin to weigh evidence, consider different viewpoints and understand that good leadership involves responsibility, fairness and service to others.
National Curriculum Coverage	The lives of significant individuals beyond living memory; events beyond living memory that are nationally significant; developing chronological understanding; identifying similarities and differences between periods; using historical vocabulary and evidence to answer questions about the past.
Curriculum Journey	Previous Learning: Pupils have developed chronological understanding through <i>Childhood</i> and <i>School Days</i> and have investigated why significant individuals are remembered in <i>Movers and Shakers</i> . Current Learning: Pupils investigate British monarchs across different periods of history, comparing their leadership, achievements and decisions. They begin to understand that monarchs have shaped Britain in different ways and that historians sometimes hold different views about whether rulers protected or harmed their people. Future Learning: This prepares pupils for Year 3 studies of invasion, kingdoms and settlement, where they investigate how different rulers and leaders influenced the development of Britain.
Sticky Knowledge	A monarch is a king or queen. Britain has had many monarchs throughout history. Monarchs wear crowns during coronations. Some monarchs ruled successfully while others faced great challenges. Castles protected monarchs and important people. The monarchy continues today, although its role has changed over time. Britain has had many different monarchs throughout history. Monarchs ruled Britain in different ways. Some monarchs protected their people, while others made decisions that caused conflict. Monarchs are remembered because of the impact they had on Britain. Different historians may have different opinions about the same monarch. Every monarch leaves a legacy that can still be seen today. Different monarchs made different decisions, and historians may disagree about whether those decisions protected people or caused harm.
Historical Skills	Sequence monarchs on a simple timeline. Compare different monarchs using historical evidence. Ask and answer questions about significant people from the past. Identify similarities and differences between rulers. Explain why monarchs are remembered. Begin to recognise that historians can have different viewpoints. Use historical vocabulary confidently when discussing leadership and change.
Substantive Concepts	Monarchy, Leadership, Power, Change, Legacy, Chronology, Protection, Community, Legacy, Significance
Disciplinary Concepts	Historical Enquiry, Historical Evidence, Chronology, Significance, Cause and Consequence, Interpretation
Core Vocabulary	monarch, king, queen, crown, throne, coronation, castle, palace, kingdom, ruler, reign, succession, parliament, protection, responsibility, legacy, evidence, source, timeline, chronology
Reading Spine	Core Text <i>The Queen's Knickers</i> – Nicholas Allan Supporting Texts <i>The Story of the Tower of London</i> <i>Kings & Queens</i> – Tony Robinson Selected biographies of William I, Henry VIII, Elizabeth I, Queen Victoria and Queen Elizabeth II Age-appropriate historical non-fiction.
Cross-Curricular Links	English: Biography writing, persuasive speeches and royal diaries. Art: Royal portraits and heraldry. DT: Designing crowns, castles and royal insignia. Computing: Digital timelines of monarchs. Music: Coronation music and royal celebrations. PSHE: Leadership, responsibility and serving communities.
Beach School & Outdoor Learning	Create natural crowns, shields and royal standards. Design and build simple castles and defences from natural materials. Explore why castles were built in particular locations and discuss how geography helped monarchs protect their kingdoms.
Greatstone & Kent Links	Explore Kent's rich royal history, including Dover Castle, Leeds Castle and nearby historic sites. Investigate why Kent has been important throughout British history and how castles protected the coastline. Compare local castles with royal residences elsewhere in Britain.
Memorable Hook	The Royal Treasure Chest – Children discover a locked treasure chest containing a crown, royal seal, portraits, invitations to a coronation and mysterious artefacts. They become royal historians, using evidence to uncover the stories of Britain's monarchs.
Authentic Outcome / Showcase	The Greatstone Royal Exhibition – Pupils create an interactive exhibition featuring royal portraits, timelines, castles, biographies and coronation displays. Families are invited to experience a child-led coronation ceremony and explore how the monarchy has changed through history.
Assessment End Point	Pupils explain the role of a monarch, identify significant kings and queens, sequence monarchs chronologically and explain how some monarchs changed Britain. They use historical vocabulary and evidence confidently to answer historical questions.

Suggested Six-Week Teaching Sequence

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Beach School / Outdoor Learning	Assessment Opportunity
Week 1	Launching the enquiry – What is a monarch?	A monarch is a king or queen who rules a kingdom. Britain has had many monarchs throughout history.	What does a monarch do?	Open the Royal Treasure Chest and investigate mystery artefacts including a crown, royal portraits and ceremonial objects. Discuss what pupils already know about kings and queens. Begin a class timeline of British monarchs and introduce the idea of succession.	Create a giant outdoor timeline using ropes and picture cards. Children place monarchs in chronological order and discuss how Britain has changed through time.	Can pupils explain what a monarch is and recognise that Britain has had many rulers?
Week 2	How do we know about monarchs from the past?	Historians use portraits, castles, crowns, documents and artefacts as evidence.	How can we find out about kings and queens?	Investigate portraits, royal seals, coins and historical objects. Discuss what evidence tells us and what questions historians still ask. Compare portraits from different centuries and identify clues about status and power.	Create nature portraits using leaves, sticks and pebbles. Design royal symbols using natural materials and discuss how symbols communicate importance.	Can pupils identify different types of historical evidence?
Week 3	Which monarchs changed Britain?	Some monarchs made important decisions that affected the country.	Why are some monarchs remembered more than others?	Explore and discuss significant monarchs such as William the Conqueror, Henry VIII, Queen Elizabeth I and Queen Elizabeth II through age-appropriate stories and historical sources. Compare their achievements and discuss why historians remember them.	Build simple castles using natural materials and investigate why castles were important following the Norman Conquest.	Can pupils explain why particular monarchs are historically significant?
Week 4	How has the monarchy changed?	The role of the monarch has changed throughout history.	Is being a monarch the same today as it was hundreds of years ago?	Compare coronations, royal duties and everyday life across different periods. Explore how modern monarchs work alongside Parliament. Create comparison charts and role-play royal ceremonies. Discuss how the role of today's monarch includes serving communities and promoting charitable and environmental causes.	Hold an outdoor coronation using natural crowns and ceremonial routes. Discuss leadership, responsibility and service.	Can pupils compare past and present monarchy using appropriate vocabulary?
Week 5	Why are castles important?	Castles protected monarchs and important people.	How did castles help kings and queens?	Investigate famous castles, their features and defensive purposes. Label castle diagrams, compare local castles with royal palaces and prepare displays for the Royal Exhibition.	Construct large-scale castle models using logs, sand, sticks and stones. Test defensive features through collaborative problem-solving activities.	Can pupils explain why castles were important during different periods of history?
Week 6	Reflection and Showcase	Monarchs have influenced Britain's history for hundreds of years.	How have monarchs shaped Britain?	Complete independent historical writing answering the enquiry question. Present the Greatstone Royal Exhibition , where pupils guide visitors through timelines, castle models, royal portraits and coronation displays. Reflect on how leadership has changed and why history continues to shape modern Britain.	Lead families through an outdoor castle trail, explaining defensive features, royal symbols and the changing role of the monarchy throughout British history.	Final assessment of chronology, significance, evidence, historical vocabulary and understanding of monarchy.

Summer 2 (LEGACY)

Weeks 7–12 Suggested Teaching Sequence

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Assessment Opportunity
Week 7	How did monarchs protect Britain?	Monarchs protected Britain in different ways through leadership, defence, law and decision-making.	What makes a good monarch?	Compare William I, Elizabeth I and Queen Victoria. Investigate how each ruled and discuss how they protected their kingdom. Create comparison charts and simple timelines.	Can pupils explain different ways monarchs protected Britain?
Week 8	Were all monarchs good rulers?	Historians have different opinions about monarchs because their decisions affected people in different ways.	Did every monarch make good decisions?	Compare Henry VIII and King John with monarchs studied previously. Explore different viewpoints using simple historical sources. Hold a class discussion about fair leadership.	Can pupils recognise that historians may have different opinions?
Week 9	What legacies have monarchs left?	Many monarchs left buildings, laws, traditions and celebrations that still exist today.	How do monarchs shape our lives today?	Investigate castles, palaces, the Union Flag, royal traditions and famous buildings. Produce legacy wheels showing how monarchs continue to influence Britain.	Can pupils identify examples of royal legacy?
Week 10	How is the monarchy changing?	The monarchy has changed over time while remaining an important national institution.	Why does Britain still have a monarch?	Compare coronations, royal duties and public life across different periods. Discuss how the monarchy has adapted to modern Britain. Create newspaper reports about a modern royal event.	Can pupils explain how the monarchy has changed?
Week 11	Preparing the Greatstone Royal Gallery	Historical evidence helps us explain why monarchs are remembered.	How can we share what we have learned?	Prepare portraits, timelines, castles, biographies and debate materials. Rehearse presentations explaining which monarch left the greatest legacy.	Teacher assessment through discussion, chronology and use of historical evidence.
Week 12	Reflection and Showcase	Monarchs leave different legacies that continue to shape Britain today.	Which monarch left the greatest legacy?	Open the Greatstone Royal Gallery . Pupils present exhibits, debate their chosen monarch and guide families through timelines and displays. Complete independent historical writing answering the enquiry question and justify opinions using historical evidence.	Final assessment of chronology, historical significance, interpretation, historical vocabulary and use of evidence.

Reflection Question

Purpose

Which monarch best protected Britain?

To answer the project's enquiry by evaluating leadership using historical evidence and linking to the **PROTECTORS** theme.

Did all monarchs make good decisions? Why or why not?

To develop an understanding that historical figures can be interpreted differently and that leadership is complex.

What legacy has your chosen monarch left behind?

To explore how decisions made in the past continue to influence Britain today, linking directly to the **LEGACY** theme.

How has the monarchy changed over time?

To reinforce chronology and identify continuity and change across different reigns.

Why do we still remember some monarchs hundreds of years later?

To deepen pupils' understanding of historical significance and legacy.

What qualities make a good leader?

To encourage pupils to connect historical learning with modern leadership and citizenship.

How do castles, traditions and celebrations help us remember Britain's history?

To help pupils recognise how physical features, traditions and historical evidence preserve the past.

How has this project helped you think like a historian?

To encourage metacognition by reflecting on chronology, historical enquiry, interpretation and the use of evidence throughout the project.

Teacher Notes

Common Misconceptions

- All monarchs had the same powers.
- Kings are more important than queens.
- Castles were only homes.
- The monarchy has never changed.
- Every monarch was either entirely good or entirely bad.
- Every monarch was a good leader.
- Kings were always more important than queens.
- Monarchs made every decision on their own.
- Castles were only homes.
- Britain has always been ruled in the same way.
- Everyone agreed with the decisions monarchs made.

Adaptive Teaching

- Use storytelling before introducing factual comparison.
- Handle replica artefacts wherever possible.
- Support chronology using visual timelines.
- Reinforce vocabulary through role play and practical activities.
- Encourage discussion before independent recording.
- Revisit the class timeline frequently, adding each monarch studied.
- Compare monarchs using common themes such as leadership, protection and legacy.
- Use portraits, artefacts, castles, coins and written sources alongside storytelling.
- Model balanced historical language ("Some historians think...", "Others believe...", "The evidence suggests...")
- Use drama and role play, including coronations and royal councils, to deepen understanding.
- Encourage pupils to justify opinions using historical evidence rather than personal preference.

Assessment Opportunities

- Retrieval quizzes.
- Timeline sequencing.
- Historical vocabulary checks.
- Portrait and artefact analysis.
- Comparison writing.
- Castle explanations.
- Oral presentations during the Royal Exhibition.
- Floor books and pupil voice.

Enrichment

- Visit **Dover Castle** or another Kent castle to explore Norman history and medieval life.
- Invite a local historian or representative from English Heritage to talk about castles and the monarchy.
- Hold a whole-school **Coronation Day**, where pupils from different year groups explore leadership through history.

- Compare historical coronations with the modern coronation of King Charles III using age-appropriate images and video clips.
- Create links with DT by designing and constructing model castles, and with music by learning traditional fanfares and coronation-inspired compositions.

Year 3 Project Overview – INVASION – Autumn 1and Autumn 2 How did invasion shape Britain and how did people survive and adapt?	
Section	Curriculum Overview
Curriculum Rationale	This project introduces pupils to Britain's changing story through the arrival of the Romans, Anglo-Saxons and Vikings. During Autumn 1 , pupils investigate who invaded Britain, why they came and how migration, settlement and leadership shaped communities. They explore the idea that Britain's identity has developed through many different cultures and peoples. During Autumn 2 , pupils investigate how communities responded to invasion, conflict and change. They explore resilience, adaptation and survival by examining how people defended settlements, rebuilt communities and developed new ways of living. Using archaeological evidence, historical sources and enquiry, pupils develop their understanding of chronology, cause and consequence, settlement and historical significance, preparing them for future studies of early civilisations.
The Greatstone Way	ROOTS – Where do I belong and how can we grow together? Pupils explore how Britain has been shaped by different peoples throughout history. They investigate migration, settlement and community, recognising that our shared history is built from many different cultures and influences. Children develop the Greatstone values of Care through understanding diversity, Dream through curiosity about the past and Dare by exploring unfamiliar histories and perspectives. SURVIVORS – How can we survive challenges and keep going? Pupils investigate how communities responded to invasion, conflict and uncertainty. They explore resilience, leadership and adaptation, considering how people protected their homes, families and ways of life during periods of significant change.
National Curriculum Coverage	• Britain's settlement by Anglo-Saxons and Scots. • Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • The Norman Conquest and its significance.
Curriculum Journey	Previous Learning EYFS: Past and Present; family history; sequencing familiar events. KS1: Significant individuals, castles, local history, chronology and using simple historical sources. Current Project Children begin to think like historians by asking questions, interpreting evidence and placing events in chronological order. Future Learning Year 4 Ancient Civilisations (comparing societies and achievements); Year 5 Through the Ages (change over time); Emperors and Empires (conquest and empire); Year 6 Maafa (migration, justice and equality); Britain at War (conflict, leadership and legacy).
Sticky Knowledge	• Britain was settled by different groups after the Romans left. • Anglo-Saxons established kingdoms across England. • Vikings first arrived as raiders before establishing settlements. • Christianity spread through missionaries and monasteries. • The Battle of Hastings changed the leadership and future of England. • Historians use different types of evidence to understand the past. • Different historical interpretations exist because evidence can be viewed in different ways.
Historical Skills	• Place events accurately on a timeline. • Develop chronological understanding. • Identify cause and consequence. • Compare different invading groups. • Analyse artefacts and historical sources. • Distinguish between evidence and interpretation. • Use historical vocabulary accurately when explaining ideas. • Begin to justify opinions using evidence.
Substantive Concepts	Settlement • Migration • Kingdom • Leadership • Belief • Conflict • Community • Power
Disciplinary Concepts	Chronology • Historical Evidence • Interpretation • Cause and Consequence • Change and Continuity • Historical Significance
Core Vocabulary	Tier 3 Historical Vocabulary invasion, invader, migration, settlement, tribe, kingdom, Britons, Picts, Scots, Angles, Saxons, Jutes, Anglo-Saxons, Vikings, Scandinavia, raid, monastery, missionary, pagan, Christianity, conversion, Danelaw, monarch, heir, contender, conquest, Battle of Hastings, Norman, Bayeux Tapestry, chronology, artefact, source, evidence, interpretation, significance, consequence. (<i>Vocabulary organised from the History Progression of Knowledge, Skills and Vocabulary document.</i>)
Reading Spine	Core Text: <i>How to Train Your Dragon</i> – Cressida Cowell. Supporting Fiction: <i>Loki: A Bad God's Guide to Being Good</i> – Louie Stowell.

	Non-fiction: Anglo-Saxon and Viking history books, maps, historical atlases, extracts from the Anglo-Saxon Chronicle (adapted), photographs of Sutton Hoo and the Bayeux Tapestry. Poetry & Oracy: Viking riddles and kennings; storytelling inspired by Norse myths.
Cross-Curricular Links	English: Historical narratives, diary writing, newspaper reports, persuasive speeches. Geography: Settlements, maps, coastlines, human geography. Art: Illuminated letters, Anglo-Saxon jewellery, Bayeux Tapestry-inspired embroidery. DT: Viking longships, shelters and simple engineering challenges. RE: Christianity and pagan beliefs. Computing: Interactive timelines, digital mapping and research. Music: Exploring rhythm through Viking chants and storytelling. PSHE: Identity, belonging, respect and diversity.
Beach School & Outdoor Learning	• Investigate why invaders landed on Kent's coastline. • Create large-scale invasion maps in the sand. • Build Viking longships from natural materials. • Construct Anglo-Saxon settlements using woodland resources. • Compare natural defensive features around Greatstone with historical settlements. • Orienteering activity following invasion routes. • Outdoor storytelling around a fire circle exploring Anglo-Saxon and Viking myths.
Greatstone & Kent Links	Explore why Kent became known as the Gateway to England . Study Richborough Roman Fort as an entry point into Britain, the Wantsum Channel, Viking coastal routes, Norman landing sites, local place names with Anglo-Saxon origins and Romney Marsh settlements. Compare historical invasion routes with the modern coastline around Greatstone and discuss how geography influenced history.
Memorable Hook	Pupils arrive to find the classroom transformed into the royal court of King Harold. A messenger delivers urgent news that Viking and Norman forces are approaching England. Children receive a sealed scroll asking them to become the King's historians and advisers. Mystery artefacts, maps, shields and coded Anglo-Saxon messages are hidden around the room for investigation.
Authentic Outcome / Showcase	The Greatstone Museum of Invasion. Pupils curate a museum for families, governors and the local community. Exhibits include reconstructed artefacts, longship models, invasion maps, Bayeux Tapestry-inspired artwork, historical writing, drama performances and guided tours led by pupils explaining how invasion shaped Britain.
Assessment End Point	By the end of the project, pupils explain how successive invasions changed Britain using accurate historical vocabulary and evidence. They place key events in chronological order, compare different groups, identify causes and consequences, and justify their ideas using historical sources.

Suggested Six-Week Teaching Sequence

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
1	Launching the enquiry	Immersive hook; artefact investigation; create an enquiry wall; locate Britain on a timeline; introduce key vocabulary; discuss what pupils already know about invasion.	Use aerial maps of Greatstone and Kent to identify why the coastline was attractive to invaders. Build a giant timeline using natural materials.
2	Who were the Anglo-Saxons?	Investigate migration and settlement; compare life before and after Roman withdrawal; analyse artefacts; read historical fiction; create settlement maps.	Build an Anglo-Saxon settlement using natural resources. Identify features needed for successful settlements.
3	Why did the Vikings come?	Explore Viking raids and settlements; analyse primary and secondary sources; compare interpretations; write from different viewpoints.	Design and test Viking longships. Orienteering challenge following Viking routes around the school grounds.
4	How did religion and leadership shape Britain?	Explore pagan beliefs and Christianity; investigate monasteries; examine the Bayeux Tapestry; sequence key events leading to 1066.	Create natural artwork inspired by illuminated manuscripts. Visit a local church (where possible) to compare historical and modern Christian worship.
5	Why was 1066 a turning point?	Study the Battle of Hastings; compare historical accounts; debate who should have been king; prepare museum exhibits and written outcomes.	Recreate a simple battlefield using natural materials to understand tactics, landscape and defence.
6	Reflection and Showcase	Complete independent historical writing; curate museum; present learning to visitors; evaluate enquiry question using evidence and vocabulary.	Outdoor museum trail and guided tours for families showcasing invasion routes, settlements and pupil-created artefacts.

Autumn 2 – SURVIVORS

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Beach School / Outdoor Learning	Assessment Opportunity
Week 7	How did people survive invasion?	Communities adapted when new groups settled in Britain.	What happened when invaders arrived?	Investigate archaeological evidence showing changes in settlements and daily life after invasion. Compare life before and after invasion.	Build defensive settlements using natural materials and discuss how locations helped communities survive.	Can pupils explain how invasion changed everyday life?
Week 8	How were settlements protected?	Anglo-Saxon burhs and Viking settlements were built to improve defence.	How did people protect their communities?	Explore maps of Saxon burhs and Viking settlements. Investigate defensive features and compare their effectiveness.	Design and build miniature defended settlements outdoors.	Can pupils explain why settlements developed defensive features?
Week 9	Who were the strongest leaders?	Leadership influenced the success or failure of communities during invasion.	What makes an effective leader?	Compare Alfred the Great, Viking leaders and local rulers. Debate leadership qualities using historical evidence.	Leadership challenges requiring teamwork and problem solving.	Can pupils justify which leader was most successful?
Week 10	What can archaeology tell us?	Archaeological evidence helps historians understand invasion and settlement.	How do historians know what happened?	Investigate artefacts, burial sites and reconstructed villages. Evaluate different sources of evidence.	Archaeological excavation using replica Saxon and Viking artefacts.	Can pupils explain how evidence supports historical conclusions?

Week 11	How did invasion change Britain?	Many aspects of modern Britain developed because of invasion and settlement.	What lasting changes did invaders leave?	Investigate language, place names, laws and settlements. Compare Britain before and after invasion.	Investigate local place names and map evidence around Kent.	Can pupils identify lasting changes left by invaders?
Week 12	Reflection and SURVIVORS Showcase	Britain adapted through resilience, cooperation and change.	How did invasion shape Britain and how did people survive?	Complete independent historical writing and present a museum exhibition comparing Roman, Anglo-Saxon and Viking Britain.	Lead families around outdoor settlement reconstructions explaining defence, leadership and adaptation.	Final assessment of chronology, enquiry, comparison and historical significance.

Reflection Questions	Purpose
Why did different groups invade Britain?	To understand the reasons for migration, settlement and conquest.
How did invasion change everyday life?	To explain how communities adapted to new cultures, beliefs and technologies.
How did people protect themselves during times of invasion?	To evaluate how settlements, leadership and cooperation supported survival.
What can archaeologists tell us about invasion?	To explain how historical evidence helps us understand the past.
What lasting impact did the Romans, Anglo-Saxons and Vikings leave on Britain?	To identify historical significance and continuity into modern Britain.
What qualities help communities survive difficult times?	To connect historical learning with the Greatstone Way themes of ROOTS and SURVIVORS , encouraging pupils to reflect on resilience, belonging and community today.

Teacher Notes

Area	Guidance
Common Misconceptions	• Vikings were not only raiders—they were also traders, explorers and settlers. • The Anglo-Saxons were not one single group. • The Norman Conquest did not immediately change everything overnight. Historical fiction should not be treated as historical evidence. • Britain was not "empty" before the Romans, Anglo-Saxons or Vikings arrived. • The Romans, Anglo-Saxons and Vikings did not all invade Britain at the same time. • Not all Vikings were violent raiders; many were traders, farmers and settlers. • Anglo-Saxons were not one single group but included the Angles, Saxons and Jutes. • Invaders did not completely replace the people already living in Britain; many communities mixed and shared ideas. • Archaeologists cannot witness the past—they interpret evidence, and interpretations may change with new discoveries. • Castles were not built by the Anglo-Saxons or Vikings; most stone castles arrived after the Norman Conquest. • Historical change happened gradually over hundreds of years rather than overnight.
Adaptive Teaching	Provide retrieval practice at the start of each lesson using maps, timelines, vocabulary and previously studied civilisations. Pre-teach key vocabulary using visuals and actions. Use timelines and colour coding to support chronology. Provide sentence stems for source analysis. Offer practical artefacts and images before introducing written sources. Model historical reasoning using sentence stems such as " <i>The evidence suggests...</i> ", " <i>One similarity is...</i> ", and " <i>This changed because...</i> ". Use mixed-attainment discussion to develop historical reasoning.
Assessment Opportunities	Retrieval quizzes; vocabulary checks; timeline activities; source analysis; annotated maps; discussion; extended historical writing; museum presentations; end-of-project reflection.
Enrichment Opportunities	Visit Richborough Roman Fort or Dover Castle; invite a local historian or re-enactor; explore local place names; use virtual tours of the British Museum and Sutton Hoo; involve parents in the museum showcase. Kent Life – Vikings Day Wednesday 7 th and Thursday 8 th October, Loans Boxes Maidstone Museum - Vikings – Box 1 and 2 and Anglo Saxons – Box 1 and 2

YEAR 3 – DYNAMIC DYNASTIES -Summer 1 and Summer 2
How did Ancient China protect its people and leave a lasting legacy?

Section	Curriculum Overview
Curriculum Rationale	Project Big Question - How do great civilisations protect their people and leave a lasting legacy? This project introduces pupils to the Shang Dynasty, one of the world's earliest advanced civilisations. Children investigate how geography, leadership, innovation and cooperation enabled Ancient China to flourish while protecting its people and resources. They explore archaeological evidence, significant achievements and daily life before considering the lasting impact of Chinese civilisation on the modern world. During the second half of the project, pupils revisit learning from Through the Ages, comparing Britain's earliest communities with Ancient China to deepen their understanding of what makes a civilisation successful. Through historical comparison, pupils recognise that different societies developed in different ways but all leave legacies that continue to shape the present. This project prepares pupils for the comparative study of world civilisations in Year 4.
The Greatstone Way	PROTECTORS – How can we protect our planet and each other? Pupils investigate how geography, leadership, technology and cooperation helped Ancient China protect its people and strengthen civilisation. They consider how communities work together to ensure safety, stability and prosperity.

	LEGACY – What kind of legacy do we want to leave behind? Pupils explore the lasting achievements of Ancient China before comparing them with Britain's earliest communities. They discover that civilisations leave legacies through ideas, inventions, beliefs and culture while reflecting on the positive legacy they hope to leave within their own community.
National Curriculum Coverage	The achievements of the earliest civilisations; a depth study of the Shang Dynasty of Ancient China; developing chronological understanding; using archaeological evidence to investigate the past; comparing similarities and differences between historical societies; identifying change, continuity and significance across different civilisations.
Curriculum Journey	Building on Through the Ages, pupils now extend their understanding beyond prehistoric Britain to investigate one of the world's earliest advanced civilisations. They compare Ancient China with Britain's earliest communities before progressing into Ancient Civilisations in Year 4, where they will compare several early world civilisations in greater depth.
Sticky Knowledge	The Shang Dynasty was one of the earliest civilisations in Ancient China. Rivers supported farming, trade and settlement. Shang kings ruled with organised government and armies. Bronze technology transformed farming, warfare and everyday life. Archaeologists use artefacts and oracle bones to understand Ancient China. Ancient China developed inventions and ideas that continue to influence the modern world. Civilisations can be compared through their leadership, beliefs, technology, trade and communities. Historians compare evidence to understand why some civilisations were more successful than others.
Historical Skills	Place Ancient China on a chronological timeline. Interpret archaeological evidence including artefacts and oracle bones. Ask and answer historical questions using evidence. Explain how geography influenced civilisation. Compare similarities and differences between societies. Identify historical significance. Use evidence to explain change, continuity and legacy.
Substantive Concepts	Civilisation, Leadership, Community, Settlement, Trade, Innovation, Belief, Legacy, Change, Chronology
Disciplinary Concepts	Historical Evidence, Historical Enquiry, Chronology, Similarity and Difference, Cause and Consequence, Significance, Interpretation
Core Vocabulary	civilisation, dynasty, Shang, emperor, king, oracle bone, bronze, artefact, archaeologist, evidence, settlement, trade, innovation, invention, chronology, legacy, compare, community, civilisation, agriculture, hierarchy
Reading Spine	<i>The Emperor's Egg</i> – Martin Jenkins; <i>The Great Race</i> (Chinese folktale); <i>Ancient China</i> (DK Eyewitness); <i>Ancient China</i> – Marcia Williams; age-appropriate non-fiction texts about the Shang Dynasty and early Chinese civilisation.
Cross-Curricular Links	Geography: Rivers, settlements, physical and human geography of China. English: Historical narratives, explanation texts, persuasive museum guides and comparative writing. Art: Bronze vessels, Chinese patterns, calligraphy and dragon artwork. DT: Designing simple engineering structures and early inventions. Science: Materials and metals. Computing: Digital timelines and museum presentations. PSHE: Leadership, communities and responsibility.
Beach School & Outdoor Learning	Investigate why rivers support settlements by creating river systems and settlements using natural materials. Conduct archaeological excavations to uncover replica artefacts and oracle bones. Build defensive settlements and explore engineering challenges using natural resources. Compare prehistoric Britain and Ancient China through outdoor role play and settlement building.
Greatstone & Kent Links	Compare how the Yellow River supported Ancient Chinese communities with how the coastline and Romney Marsh have shaped settlement around Greatstone. Explore how communities throughout history have adapted to their environments for food, trade and protection. Compare archaeological evidence from Ancient China with evidence discovered in Kent and South-East England.
Memorable Hook	Mystery Museum Crate – Pupils receive a sealed museum crate containing replica oracle bones, bronze artefacts, silk, maps, ancient writing and archaeological evidence. They become museum historians, investigating clues to discover the civilisation they will study before launching their enquiry into Ancient China.
Authentic Outcome / Showcase	Greatstone Civilisations Convention – Pupils create an interactive museum comparing Ancient China with Britain's earliest communities. Displays include archaeological discoveries, timelines, settlement models, inventions, maps and evidence-based presentations explaining what makes a civilisation successful and the legacy each civilisation has left behind.
Assessment End Point	Pupils explain how Ancient China developed into a successful civilisation, describe how geography, leadership and innovation contributed to its success, interpret archaeological evidence and compare Ancient China with Britain's earliest communities using historical vocabulary and evidence. They explain how civilisations change over time and leave lasting legacies for future generations.

Suggested Teaching Sequence

SUMMER 1 – PROTECTORS

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
Week 1	Launching the enquiry – What made Ancient China a great civilisation?	Discover mystery artefacts including oracle bones, bronze vessels, jade and silk. Introduce the Shang Dynasty, chronology and geography before comparing Ancient China with prehistoric Britain. Generate enquiry questions for the project.	Archaeological excavation. Build a giant timeline and world map outdoors showing Britain's prehistory alongside Ancient China.
Week 2	How did geography protect Ancient China?	Investigate the Yellow and Yangtze Rivers, mountains and deserts. Explore how physical geography influenced settlement, farming, defence and trade. Explain why rivers were essential for civilisation.	Create river systems and mountain barriers using natural materials. Design settlements in the safest locations.
Week 3	How did rulers protect their people?	Investigate Shang kings, armies, laws and leadership. Explore responsibilities of rulers and discuss whether leaders always protected everyone fairly using historical evidence.	Leadership and teamwork challenges. Construct defensive settlements using natural resources.
Week 4	How did technology help civilisation survive?	Investigate bronze casting, farming tools, weapons and engineering. Explore how innovation strengthened communities and improved everyday life.	Design and test Bronze Age-inspired tools using natural materials. Investigate strength and durability.
Week 5	How did communities work together to protect civilisation?	Explore trade, farming, religion and the organisation of Shang society. Investigate how cooperation and shared responsibilities helped civilisation flourish.	Build a model Shang settlement outdoors with different community roles and responsibilities.
Week 6	Reflection and PROTECTORS Showcase – How did Ancient China protect its civilisation?	Complete historical writing explaining how geography, leadership, technology and cooperation protected Ancient China. Create a class exhibition of settlements, artefacts and engineering models.	Lead families through an outdoor Shang settlement explaining how communities protected themselves and developed successful civilisations.

SUMMER 2 – LEGACY

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
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Week 7	What legacy has Ancient China left behind?	Investigate paper, silk, bronze working, writing, engineering and other significant achievements. Explore which inventions continue to influence the modern world and justify opinions using evidence.	Make natural paper, investigate weaving techniques and complete engineering challenges inspired by Ancient China.
Week 8	How do archaeologists know about Ancient China?	Explore oracle bones, tombs, artefacts and archaeological discoveries. Investigate how evidence helps historians understand the past and why interpretations sometimes differ.	Conduct a professional archaeological investigation using grids, recording sheets, photography and evidence cataloguing.
Week 9	How did Ancient China influence the wider world?	Investigate trade, communication and the spread of ideas. Explore how inventions and knowledge travelled beyond China and continue to shape society today. Prepare evidence for comparative historical enquiries.	Complete a Silk Road-inspired trading trail where pupils exchange resources, ideas and messages between settlements.

CIVILISATIONS COMPARED

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
Week 10	How was Ancient China similar to Britain's earliest communities?	Retrieve learning from Through the Ages and compare it with Ancient China. Compare settlements, farming, leadership, beliefs, technology and everyday life using timelines, maps and artefacts. Introduce historical comparison and significance.	Create outdoor settlements representing Early Stone Age Britain, Neolithic Britain and Ancient China. Rotate between each using evidence cards to identify similarities and differences.
Week 11	What makes a civilisation successful?	Compare Britain's earliest communities with Ancient China using historical evidence. Debate whether geography, leadership, innovation, trade or cooperation contributed most to success. Complete collaborative enquiry tasks using evidence from both projects.	Complete a civilisation challenge where groups establish a successful settlement with limited resources, making decisions about food, defence, leadership and cooperation before evaluating their effectiveness.
Week 12	Reflection and LEGACY Showcase – What legacy do civilisations leave behind?	Complete independent historical writing answering the enquiry question: ' How do great civilisations protect their people and leave a lasting legacy? ' Host the Greatstone Civilisations Convention , where pupils compare prehistoric Britain and Ancient China through museum exhibits, timelines, debates, artefacts and presentations. Reflect on the legacy they hope to leave within their own community.	

Reflection Questions	Purpose
How did Ancient China become a successful civilisation?	To help pupils summarise the key factors that enabled the Shang Dynasty to develop, including geography, leadership, innovation and cooperation.
Why was the Yellow River so important to the Shang Dynasty?	To assess pupils' understanding of how physical geography influences settlement, farming, trade and the development of civilisations.
What can archaeologists learn from artefacts and oracle bones?	To encourage pupils to explain how historians use evidence to investigate and interpret the past.
How was Ancient China similar to Britain's earliest communities?	To develop historical comparison by identifying similarities and differences between two societies using historical evidence.
Which achievement from Ancient China has had the greatest impact on our lives today?	To evaluate the significance of historical achievements and justify opinions using evidence from the project.
What kind of legacy would you like to leave in your own community?	To connect historical learning with the Greatstone Way theme of Legacy , encouraging pupils to reflect on their own contribution to school and the wider community.

Teacher Notes

Section	Guidance
Common Misconceptions	Ancient China was one country throughout history. All Chinese inventions were created during the Shang Dynasty. Civilisations all developed in the same way. Archaeologists always know exactly what happened in the past. Ancient Britain and Ancient China existed at different times and could not be compared.
Adaptive Teaching	Use timelines throughout to reinforce chronology. Provide labelled maps, photographs and artefacts to support vocabulary. Use comparison tables to help pupils identify similarities and differences between civilisations. Model historical enquiry using sentence stems such as " <i>The evidence suggests...</i> " and " <i>Historians think...</i> ". Use practical archaeology, role play and model making to support understanding before independent writing.
Assessment Opportunity	Retrieval quizzes - Recall key vocabulary, chronology and substantive knowledge. Timeline sequencing - Place Ancient China alongside Britain's earliest communities Artefact investigation - Use archaeological evidence to answer historical questions. Historical comparison - Compare settlements, leadership, technology and daily life using evidence Vocabulary application - Use historical vocabulary accurately in speaking and writing. Independent historical writing - Explain how Ancient China became a successful civilisation and compare it with Britain's earliest communities. Museum presentations - Explain artefacts, timelines and evidence during the Greatstone Civilisations Convention Observation - Teacher assessment during enquiry, discussion, archaeology and collaborative learning. Floor books and pupil voice - Capture historical thinking, questioning and reflections throughout the project.
Enrichment Opportunity	Activity
Archaeology Day	Become archaeologists and excavate replica Shang artefacts and oracle bones before recording findings using real archaeological methods.
Museum Experience	Visit a museum with Ancient China collections or take a virtual tour of the British Museum's Chinese galleries.
Chinese Culture Workshop	Invite visitors to share Chinese traditions, calligraphy, music or storytelling to deepen cultural understanding.
STEM Challenge	Design and build bridges, towers or defensive walls inspired by Ancient Chinese engineering using natural and recycled materials.

Whole-School Greatstone Civilisations Convention	Present comparative exhibitions of Britain's earliest communities and Ancient China through artefacts, timelines, settlement models and pupil-led historical enquiries for families and the wider community.
Beach School Enhancement	Create outdoor settlements, river systems and trading routes using natural materials, comparing how environments influenced civilisation in Ancient China and prehistoric Britain.

Year 4 Project Overview - ANCIENT CIVILISATIONS – Autumn 1 and 2 How did the world's first civilisations shape the future?	
Section	Curriculum Overview
Curriculum Rationale	This project broadens pupils' understanding of the ancient world by exploring how some of the earliest civilisations developed sophisticated societies that continue to influence life today. Building on Year 3's understanding of settlement, leadership and invasion, pupils investigate how geography, innovation, trade, religion and governance enabled civilisations to flourish. They compare Ancient Sumer, Ancient Egypt and the Indus Valley before extending their learning through Ancient Greece, recognising how ideas such as democracy, philosophy, mathematics and the Olympic Games continue to shape modern society. The project deepens historical enquiry by encouraging pupils to compare societies, analyse archaeological evidence and evaluate why some achievements have endured. The progression of substantive knowledge, disciplinary knowledge and vocabulary is drawn from the History Progression of Knowledge, Skills and Vocabulary document and adapted to Greatstone's curriculum sequence. During the first half of the project, pupils explore how the world's earliest civilisations developed from small settlements into organised societies with shared beliefs, laws and traditions. In the second half, they investigate how innovation, leadership and adaptation enabled some civilisations to flourish for centuries while others declined, helping pupils understand both the origins and resilience of human societies.
The Greatstone Way	ROOTS - Where do I belong and how can we grow together? Children investigate where the first civilisations began and why people chose to settle together. They explore how communities developed shared beliefs, leadership, laws and traditions, recognising that belonging and cooperation formed the foundations of successful civilisations. SURVIVORS - How can we survive challenges and keep going? Pupils explore how ancient civilisations adapted to environmental challenges, conflict and change through innovation, technology, governance and trade. They consider how resilience and creativity helped civilisations grow and examine why some societies survived while others declined.
National Curriculum Coverage	• The achievements of the earliest civilisations: an overview of where and when the first civilisations appeared and an in-depth study of Ancient Sumer, Ancient Egypt and the Indus Valley. • Ancient Greece – a study of Greek life and achievements and their influence on the western world (included as Greatstone enrichment to ensure full curriculum coverage).
Curriculum Journey	Previous Learning Year 3 – <i>Invasion</i>: chronology, settlement, migration, leadership, belief, evidence and historical enquiry. Current Project Pupils compare civilisations, investigate archaeological evidence and explore how geography, innovation and leadership influenced the development of societies. Future Learning Year 5 – <i>Through the Ages</i>: comparing prehistoric Britain with early civilisations and understanding change over time. Year 5 – <i>Emperors and Empires</i>: recognising how Roman civilisation built upon and spread ideas from earlier societies. Year 6 – <i>Maafa</i> and <i>Britain at War</i>: understanding empire, global connections, justice and legacy.
Sticky Knowledge	• Ancient Sumer, Egypt and the Indus Valley were among the world's earliest civilisations. • Rivers were vital for farming, trade, transport and settlement. • Civilisations developed governments, social hierarchies, religions, writing systems and technological innovations. • Archaeology helps historians understand how ancient people lived. • Ancient Greece influenced democracy, philosophy, mathematics, theatre, architecture and sport. • Civilisations developed differently according to their geography, beliefs and resources, yet many shared common features such as leadership, trade and innovation. • Civilisations grew because people worked together and shared ideas. • Successful civilisations adapted to changing circumstances over time.
Historical Skills	• Compare and contrast ancient civilisations using evidence. • Use archaeological evidence to make informed historical conclusions. • Identify similarities, differences and patterns across societies. • Explain historical significance and legacy. • Distinguish between historical fact, interpretation and opinion. • Construct chronological timelines that place different civilisations alongside one another. • Ask increasingly sophisticated historical enquiry questions. • Explain how civilisations developed, adapted and changed over time.
Substantive Concepts	Civilisation • Society • Hierarchy • Trade • Innovation • Religion • Leadership • Legacy
Disciplinary Concepts	Chronology • Historical Evidence • Interpretation • Similarity & Difference • Historical Significance • Cause & Consequence
Core Vocabulary	Historical Vocabulary civilisation, ancient, city-state, hierarchy, ruler, lugal, pharaoh, vizier, priest, scribe, artisan, peasant, irrigation, agriculture, trade, ziggurat, cuneiform, hieroglyphics, papyrus, pyramid, tomb, mummification, afterlife, artefact, archaeology, civilisation, Indus Valley, democracy, citizen, polis, Athens, Sparta, philosophy, Olympic Games, significance, interpretation, legacy. (<i>Vocabulary organised from the History Progression of Knowledge, Skills and Vocabulary document.</i>)
Reading Spine	Core Text: <i>The Ancient Egypt Sleepover</i> – Stephen Davies.

	Supporting Fiction: <i>Who Let the Gods Out?</i> – Maz Evans. Non-fiction: High-quality texts about Ancient Sumer, Ancient Egypt, the Indus Valley and Ancient Greece; museum catalogues; archaeological reports; historical atlases. Poetry & Oracy: Retelling Greek myths, performance poetry linked to Egyptian beliefs and oral storytelling inspired by ancient legends.
Cross-Curricular Links	English: Explanation texts, comparison writing, myth writing, balanced arguments and information texts. Geography: River civilisations, climate, natural resources and settlement patterns. Art: Egyptian canopic jars, Greek pottery, mosaics, sculpture and hieroglyphic design. DT: Shaduf mechanisms, ancient engineering and model pyramids. RE: Ancient belief systems and how religion shaped society. Computing: Digital timelines, virtual museum tours and research skills. Music: Greek theatre, rhythm and performance linked to celebrations. PSHE: Leadership, democracy, fairness and the responsibilities of citizens.
Beach School & Outdoor Learning	• Conduct a simulated archaeological excavation in the sand to uncover replica artefacts. • Compare the Greatstone coastline with the river environments that supported early civilisations. • Create scaled maps showing where ancient civilisations developed. • Build irrigation channels using natural materials to explore why rivers were essential for farming. • Construct simple ziggurats and pyramids from natural resources. • Use natural clay to create cuneiform tablets and hieroglyphic inscriptions. • Investigate how geography influences settlement by comparing local habitats with those of the Nile, Tigris–Euphrates and Indus valleys.
Greatstone & Kent Links	Compare the role of rivers in supporting early civilisations with the importance of Kent's coastline for trade, travel and settlement. Explore artefacts through visits to Canterbury Roman Museum and local museums. Investigate how archaeological discoveries help historians understand the past and compare this with evidence found across Kent. Discuss how Greatstone's coastal location continues to connect people and cultures today, just as rivers connected ancient civilisations.
Memorable Hook	Pupils arrive to discover a sealed crate labelled ' Property of the Greatstone Museum of Archaeology ' containing mysterious artefacts, fragments of pottery, maps and coded symbols. They become archaeologists, using clues to identify which civilisation each object belongs to before uncovering the enquiry question.
Authentic Outcome / Showcase	Ancient Civilisations Exhibition – pupils curate an interactive museum where visitors explore reconstructed artefacts, archaeological excavations, digital presentations, model pyramids and ziggurats, Greek theatre performances and pupil-led explanations comparing the achievements of different civilisations. Families, governors and members of the local community are invited to experience the exhibition.
Assessment End Point	By the end of the project, pupils compare ancient civilisations using accurate historical vocabulary and evidence. They explain how geography influenced development, identify similarities and differences between societies, evaluate why certain achievements remain significant today and justify their ideas using archaeological evidence and historical sources.

Suggested Six-Week Teaching Sequence

Autumn term 1 - Roots

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
Week 1	Launching the enquiry – What is a civilisation?	Pupils become archaeologists as they investigate mystery artefacts, maps and images from ancient societies. Introduce the concept of civilisation, chronology and the locations of the earliest civilisations. Compare prehistoric communities with organised civilisations and generate enquiry questions for the project.	Create an archaeological excavation site where pupils carefully uncover replica artefacts. Build a giant world map outdoors using ropes and natural materials to locate the world's earliest civilisations.
Week 2	Why did the first civilisations grow beside rivers?	Investigate the Nile, Tigris, Euphrates, Indus and Yellow Rivers. Explore how rivers provided food, transport, water and fertile land. Compare the geographical features that supported settlement and explain why location mattered. Produce annotated maps and river fact files.	Investigate the flow of water using channels, gutters and natural materials. Design miniature river systems and explore how water shapes landscapes and supports life.
Week 3	How did people build successful communities?	Explore farming, food production, specialist jobs and growing populations. Investigate how cooperation allowed settlements to develop into towns and cities. Compare daily life across different civilisations and create community organisation diagrams.	Work collaboratively to build model settlements using natural materials, allocating roles such as builders, farmers and traders to demonstrate cooperation and shared responsibility.
Week 4	How were early civilisations organised?	Investigate leadership, laws, religion and social structures. Explore why rules and organisation helped societies flourish. Compare different forms of leadership across early civilisations and discuss why communities need agreed rules.	Create a class "civilisation" outdoors where pupils develop shared rules, assign leadership roles and solve practical challenges together, reflecting on fairness and responsibility.
Week 5	What did ancient people believe?	Investigate temples, pyramids, gods, rituals and writing systems. Explore how beliefs united communities and influenced everyday life. Compare religious practices across different civilisations and create information texts.	Create natural symbols, clay tablets and simple hieroglyphic messages. Build ceremonial spaces from natural materials and discuss why shared beliefs help communities feel connected.
Week 6	Reflection and ROOTS Showcase – How did the world's first civilisations create communities where people belonged?	Complete independent historical writing explaining how early civilisations developed. Curate a class museum showcasing maps, models, writing systems, laws, artefacts and timelines. Reflect on the importance of cooperation, leadership and belonging in the growth of civilisation.	Invite families to explore the outdoor museum where pupils explain settlement locations, community organisation, belief systems and the importance of rivers in creating successful civilisations.

AUTUMN 2 – Survivors

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
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Week 7	How did innovation help civilisations survive?	Investigate inventions such as irrigation, writing, bronze tools, mathematics and engineering. Explore how innovation improved farming, communication and everyday life. Compare which innovations had the greatest long-term impact and justify opinions using evidence.	Design and test simple irrigation systems using water channels and natural materials. Investigate how engineering solutions solve practical problems outdoors.
Week 8	How did trade help civilisations grow stronger?	Explore trade routes, exchanged goods and cultural influence between ancient societies. Investigate how ideas, technologies and resources spread through trade. Create maps showing trade networks and role-play trading activities.	Follow a trading trail around the school grounds, exchanging natural resources and discussing how cooperation and trade benefited different communities.
Week 9	How did leadership help—or fail to help—civilisations survive?	Investigate significant rulers from Ancient Egypt, Sumer, the Indus Valley and Shang China. Consider how leadership influenced success, stability and conflict. Debate whether good leadership always protected people and evaluate evidence from different sources.	Complete collaborative leadership challenges outdoors where pupils solve problems together, reflecting on how communication, fairness and decision-making affect the success of a community.
Week 10	Why did some ancient civilisations decline?	Explore environmental change, invasion, disease, conflict and resource shortages. Investigate why some civilisations adapted successfully while others disappeared. Compare different explanations using historical evidence and construct balanced arguments.	Complete resilience challenges requiring pupils to adapt shelter designs or resource management plans in response to changing environmental conditions.
Week 11	What can archaeologists tell us about ancient civilisations?	Investigate how archaeologists interpret artefacts, monuments and written evidence. Explore why historians sometimes disagree and how new discoveries continue to change our understanding of the past. Prepare museum exhibits and presentations for the final showcase.	Conduct a full archaeological excavation using grids, photography, recording sheets and sketching before analysing evidence to answer historical questions.
Week 12	Reflection and Showcase – What makes a civilisation successful?	Complete independent historical writing answering the overarching enquiry question. Host the Greatstone Ancient Civilisations Convention , where pupils compare ancient societies through presentations, debates, artefacts, models and exhibitions. Reflect on how cooperation, innovation, leadership and resilience helped civilisations flourish and consider which characteristics remain important in successful societies today.	

Reflection Questions	Purpose
What have we learned about the past?	Pupils explain the defining features and achievements of early civilisations, using accurate historical vocabulary and evidence.
How has our thinking changed?	Pupils reflect on how archaeological evidence, comparison and historical enquiry have helped them understand societies that existed thousands of years ago.
How does this help us understand Greatstone and our world today?	Pupils consider how geography, trade, innovation and leadership continue to shape communities today, recognising links between ancient civilisations and modern life in Greatstone, Kent and beyond.

Teacher Notes

Area	Guidance
Common Misconceptions	Ancient Egypt was not the first civilisation. All ancient civilisations did not develop in the same way or at the same time. Democracy in Ancient Greece was limited and did not include everyone. Pyramids are not the defining feature of all ancient societies. Historical reconstructions are based on evidence and may change with new archaeological discoveries.
Adaptive Teaching	Pre-teach technical vocabulary using visuals and dual coding. Use comparative tables and maps to reduce cognitive load. Provide labelled diagrams and artefacts before reading extended texts. Support chronology with colour-coded timelines. Encourage structured discussion using comparison stems (e.g. "Both... however...").
Assessment Opportunities	Retrieval quizzes; vocabulary retrieval; map annotation; source analysis; comparison grids; explanation writing; archaeological recording sheets; pupil presentations; end-of-project museum exhibition and historical justification task.
Enrichment Opportunities	Visit Canterbury Roman Museum or Maidstone Museum; explore virtual tours of the British Museum and the Egyptian Museum in Cairo; invite an archaeologist or museum educator; borrow replica artefact boxes; link with local libraries for mythology and ancient history workshops. Kent Life - Ancient Greek Day Tuesday 29 th September 2026, Loans Boxes Maidstone Museum Ancient Greeks – Box 1 and 2, Egyptians Box 1,2 and 3, Ancient Sumer

Year 4 Project Overview - ANCIENT CIVILISATIONS – Ground Breaking Greeks – Summer 1 and 2

How did people adapt and survive in prehistoric Britain?

Section	Curriculum Overview
Curriculum Rationale	This project introduces pupils to Ancient Greece , one of history's most influential civilisations. During Summer 1 , pupils investigate how geography, leadership, cooperation and military organisation enabled Greek city-states to protect their people and thrive. They compare the contrasting societies of Athens and Sparta, exploring how different approaches to leadership, defence and community shaped everyday life. During Summer 2 , pupils explore the achievements of Ancient Greece and evaluate its lasting legacy through democracy, philosophy, mathematics, science, architecture, theatre and the Olympic Games. Using archaeological evidence, historical sources and enquiry, pupils develop their understanding of civilisation, significance and historical legacy while preparing for future studies of Ancient Rome and other world civilisations.
The Greatstone Way	PROTECTORS – How can we protect our planet and each other? Pupils investigate how geography, leadership, military strategy and cooperation helped Greek city-states protect their communities. They compare Athens and Sparta, exploring different approaches to leadership, defence and citizenship while developing the Greatstone values of Care through responsibility, Dream through ambition and innovation, and Dare through resilience and courageous decision-making. LEGACY – What kind of legacy do we want to leave behind? Pupils explore the lasting achievements of Ancient Greece through democracy, philosophy, mathematics, science, architecture, theatre and the Olympic Games. They reflect on how Greek ideas continue to shape modern society and consider the positive legacy they can leave within their own school, community and beyond.
National Curriculum Coverage	• Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Curriculum Journey	Previous Learning Year 3 – Dynamic Dynasties: comparing early civilisations, archaeology, leadership, innovation and historical significance. Current Project Pupils investigate how Ancient Greek city-states protected their people before evaluating the achievements and lasting legacy of Ancient Greece through enquiry, comparison and historical evidence. Future Learning Year 5 – Emperors and Empires: understanding how Roman civilisation was influenced by Ancient Greece and how the Romans expanded, governed and protected their empire.
Sticky Knowledge	• Ancient Greece was made up of independent city-states. • Mountains and the sea influenced settlement, trade and defence. • Athens and Sparta had different systems of leadership and different priorities. • Citizens had responsibilities within their communities. • Democracy began in Ancient Athens. • The Ancient Olympic Games originated in Greece. • Greek achievements in philosophy, mathematics, science, architecture and theatre continue to influence life today. • Historians use artefacts and written sources to understand Ancient Gre
Historical Skills	• Place Ancient Greece accurately within a chronological timeline. • Interpret archaeological and written evidence. • Compare Athens and Sparta. • Explain how geography influenced civilisation. • Identify cause and consequence. • Evaluate historical significance. • Explain continuity and change. • Justify conclusions using historical evidence.
Substantive Concepts	Civilisation • Democracy • Leadership • Community • Protection • Innovation • Achievement • Legacy
Disciplinary Concepts	Chronology • Historical Evidence • Historical Enquiry • Cause & Consequence • Similarity & Difference • Change & Continuity • Historical Significance
Core Vocabulary	civilisation, democracy, city-state, Athens, Sparta, philosopher, mythology, Olympic Games, Parthenon, acropolis, citizen, assembly, empire, architecture, legacy, evidence, chronology, significance, archaeology
Reading Spine	Core Text: <i>Who Let the Gods Out?</i> – Maz Evans. Supporting Fiction: <i>Greek Myths</i> retold by Marcia Williams. Non-fiction: DK Eyewitness <i>Ancient Greece</i>; Usborne <i>See Inside Ancient Greece</i>; historical atlases and archaeological sources. Poetry & Oracy: Greek myths, dramatic storytelling and philosophical debates.
Cross-Curricular Links	English: Greek myths, persuasive speeches, debates and newspaper reports. Geography: Physical geography of Greece and the Mediterranean. Art: Greek pottery, sculpture and architecture. DT: Designing temples and catapults. Science: Early scientific thinking and inventions. Computing: Digital timelines and research. Music: Ancient Greek theatre and performance. PSHE: Democracy, citizenship, fairness and participation.
Beach School & Outdoor Learning	• Design defensive Greek settlements using natural materials. • Recreate the Battle of Marathon through team strategy activities. • Hold a Greatstone Olympic Games using teamwork and resilience challenges. • Build Greek temples and columns from natural resources. • Investigate how coastlines influenced trade, travel and protection by comparing Ancient Greece with Greatstone's coastline. • Conduct archaeological investigations of replica Greek artefacts outdoors.
Greatstone & Kent Links	Compare the coastline of Ancient Greece with the Kent coast, exploring how both rely on the sea for travel, trade and protection. Discuss how communities protect their environment today, linking to Greatstone's coastal location. Compare democracy in Ancient Athens with pupil leadership opportunities at Greatstone, including Young Governors, School Council and Eco Council, considering how everyone can contribute positively to their community.
Memorable Hook	The Greek Challenge – Pupils discover that the classroom has become an archaeological excavation. They uncover pottery, armour, scrolls, Olympic artefacts and mysterious clues before receiving invitations from Athens and Sparta to investigate how each city-state protected its people and what legacy Ancient Greece has left for the modern world.
Authentic Outcome / Showcase	The Greatstone Ancient Greece Festival – Pupils create an immersive celebration of Ancient Greece featuring museum exhibitions, Olympic events, philosophical debates, Greek myths, archaeological discoveries and pupil-led presentations. Visitors explore how Ancient Greece protected its people and why its ideas continue to shape the modern world.
Assessment End Point	By the end of the project, pupils explain how geography, leadership and cooperation helped Ancient Greek city-states protect their people. They compare Athens and Sparta, evaluate the significance of Greek achievements and explain how Ancient Greece continues to influence modern society through democracy, sport, learning, architecture and philosophy using accurate historical vocabulary and evidence.

Suggested Teaching Sequence

Summer 1 – PROTECTORS

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Beach School / Outdoor Learning	Assessment Opportunity
Week 1	Launching the enquiry – What was Ancient Greece?	Ancient Greece was made up of many independent city-states. Geography influenced how people lived.	Why wasn't Ancient Greece one country?	Investigate mystery artefacts, maps and Greek pottery. Locate Greece on a map and establish chronology. Launch enquiry questions.	Create a giant map of Greece using natural materials. Identify mountains, islands and seas.	Can pupils locate Greece and explain what a civilisation is?
Week 2	Athens and Sparta	Athens and Sparta were different city-states with different priorities and ways of life.	Why were Athens and Sparta so different?	Compare education, leadership, daily life and values using historical evidence. Debate which city-state pupils would prefer to live in.	Team challenges reflecting Spartan teamwork and Athenian problem solving.	Can pupils explain similarities and differences between Athens and Sparta?
Week 3	How did Ancient Greece protect itself?	Mountains, the sea, armies and alliances helped protect Greek communities.	How did geography help protect Ancient Greece?	Explore warfare, shields, hoplites and the Battle of Marathon. Discuss geography and defence.	Build defensive settlements and natural walls using outdoor materials.	Can pupils explain how geography and leadership supported protection?
Week 4	Who had power in Ancient Greece?	Democracy began in Athens but not everyone could vote.	Was Ancient Athens truly democratic?	Investigate democracy, citizenship and government. Hold a class Assembly using democratic voting.	Outdoor democratic challenge where pupils vote on survival scenarios.	Can pupils explain democracy and identify who could and could not participate?
Week 5	Greek Gods and Beliefs	Religion influenced everyday life and decision making.	Why were the Greek gods so important?	Investigate Mount Olympus, temples and myths. Compare beliefs with other civilisations previously studied.	Build Greek temples using natural materials and perform myths outdoors.	Can pupils explain how religion influenced Greek society?
Week 6	Reflection and PROTECTORS Showcase	Greek communities protected themselves through geography, leadership and cooperation.	How did Ancient Greece protect its people?	Produce extended writing and prepare the first half of the exhibition focusing on Greek city-states.	Lead families through outdoor Greek settlements explaining defence and community life.	Can pupils explain how protection shaped Greek civilisation?

Summer 2 – LEGACY

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Beach School / Outdoor Learning	Assessment Opportunity
Week 7	The Ancient Olympic Games	The Olympic Games began in Ancient Greece and continue today.	Why have the Olympic Games lasted for so long?	Investigate the first Olympics and compare with the modern Games.	Hold a Greatstone Olympic Festival with traditional events.	Can pupils explain why the Olympics are part of Greece's legacy?
Week 8	Greek Thinkers and Innovators	Ancient Greece influenced mathematics, science and philosophy.	Why are Greek ideas still important today?	Investigate Pythagoras, Hippocrates and famous philosophers. Discuss how ideas influence society.	Philosophy circle outdoors discussing "What makes a good leader?"	Can pupils explain why Greek thinkers remain significant?
Week 9	Art, Architecture and Theatre	Greek architecture and theatre still influence buildings and performances today.	What makes Greek architecture so recognisable?	Study the Parthenon, columns, pottery and theatres. Create Greek-inspired artwork.	Build Greek temples using natural materials.	Can pupils identify features of Greek architecture and explain their influence?
Week 10	Comparing Ancient Civilisations	Civilisations can be compared through leadership, beliefs, innovation and legacy.	How was Ancient Greece similar to Ancient China?	Retrieve Year 3 learning. Compare Greece and Shang China using evidence.	Create comparison stations around the grounds using artefacts and evidence cards.	Can pupils compare two ancient civilisations using historical vocabulary?
Week 11	What is Ancient Greece's greatest legacy?	Greek achievements continue to influence modern society.	Which Greek achievement has had the greatest impact?	Debate democracy, philosophy, mathematics, theatre and sport using historical evidence.	Outdoor debate and voting activities linked to democracy.	Can pupils justify opinions using historical evidence?
Week 12	Reflection and LEGACY Showcase	Ancient Greece continues to shape life today.	Why does Ancient Greece still matter?	Complete independent historical writing. Present the Greatstone Ancient Greece Festival through museums, debates, Olympic events and exhibitions.	Families experience pupil-led archaeology, Olympic challenges and philosophy sessions.	Final assessment of chronology, historical enquiry, comparison and significance.

Reflection Questions	Purpose
How did Ancient Greece protect its people?	To help pupils explain how geography, leadership, military organisation and cooperation contributed to the success of Greek city-states.
Why were Athens and Sparta different?	To encourage pupils to compare different societies and explain how leadership and values shaped everyday life.
How did democracy change history?	To develop understanding of citizenship, participation and the origins of democratic government.
Which achievement from Ancient Greece has had the greatest impact on the modern world?	To evaluate the significance of Greek achievements using historical evidence.
How is Ancient Greece similar to the other civilisations we have studied?	To encourage comparison across the curriculum and strengthen chronological understanding of early civilisations.
What kind of legacy would you like to leave in your own community?	To connect historical learning with the Greatstone Way theme of LEGACY , encouraging pupils to reflect on their own contribution to school and society.

Teacher Notes

Area	Guidance
Common Misconceptions	Ancient Greece was one united country. Athens and Sparta were always at war. Democracy included everyone. Greek myths are historical fact. All Greek achievements were invented by one city-state. Ancient Greece disappeared completely after the Roman Empire.
Adaptive Teaching	Use timelines to place Ancient Greece alongside previously studied civilisations. Provide maps, diagrams and labelled artefacts to support vocabulary acquisition. Use comparison grids when studying Athens and Sparta. Reinforce historical vocabulary through oral rehearsal and retrieval practice. Provide practical opportunities to explore democracy, archaeology and Greek achievements through role play, debate and Beach School activities before independent writing.
Assessment Opportunities	Evidence
Retrieval quizzes	Key vocabulary, chronology and substantive knowledge.
Chronology activities	Place Ancient Greece alongside previously studied civilisations.
Historical comparison	Compare Athens and Sparta and evaluate similarities and differences.
Source analysis	Interpret artefacts, maps and written evidence.
Vocabulary application	Accurate use of historical vocabulary in discussion and writing.
Independent historical writing	Explain how Ancient Greece protected its people and evaluate its lasting legacy.
Debate and discussion	Justify opinions using historical evidence.
Showcase presentations	Explain learning during the Greatstone Ancient Greece Festival.
Floor books and pupil voice	Record enquiry questions, reflections and historical thinking throughout the project.
Enrichment Opportunities	Activity
Greek Olympic Festival	Hold a whole-school Olympic event inspired by the Ancient Games.
Archaeology Experience	Investigate replica Greek artefacts and excavation techniques.
Greek Theatre Workshop	Perform myths and legends using masks and dramatic storytelling.
Philosophy Café	Explore big questions through structured pupil debate inspired by Ancient Greek philosophers.
Museum Visit	Visit the British Museum (virtual or in person) to investigate Ancient Greek collections.
Greatstone Ancient Greece Festival	Invite families and the community to explore exhibitions, debates, Olympic events, archaeology and pupil-led presentations celebrating the protection and legacy of Ancient Greece.
Explore box from Maidstone Museum	Loans Boxes Maidstone Museum Ancient Greeks – Box 1 and 2

Year 5 Project Overview - THROUGH THE AGES – Autumn 1 and 2 How did people adapt and survive in prehistoric Britain?	
Section	Curriculum Overview
Curriculum Rationale	This project takes pupils back to Britain's earliest history, exploring how humans adapted and survived from the Stone Age through to the Bronze and Iron Ages. Building on their understanding of settlement, civilisation and historical enquiry from Year 4, pupils investigate how innovation, environmental change and human ingenuity transformed everyday life. Through archaeological evidence, pupils learn that prehistoric people were skilled problem-solvers who developed farming, permanent settlements, metalworking and increasingly complex communities. The project develops pupils' understanding of long-term change, preparing them for the study of Roman Britain in <i>Emperors and Empires</i> . Knowledge, skills and vocabulary are sequenced using the History Progression of Knowledge, Skills and Vocabulary document. During the first half of the project, pupils investigate the origins of Britain's earliest communities, exploring how families, tribes and settlements developed a sense of belonging and identity. As the project progresses, they examine how these communities adapted to changing environments, new technologies and different ways of living, demonstrating resilience, innovation and cooperation.
The Greatstone Way	ROOTS - Where do I belong and how can we grow together? Children begin by exploring Britain's earliest communities, asking how people first lived together, formed settlements and developed a sense of belonging. They discover that even the earliest societies depended upon cooperation, shared knowledge and strong community relationships to survive. SURVIVORS – How do people overcome challenges and adapt? As the project progresses, pupils investigate how prehistoric people responded to changing climates, new technologies and different ways of life. They recognise that innovation, resilience and collaboration enabled communities to flourish and adapt over thousands of years.
National Curriculum Coverage	• Changes in Britain from the Stone Age to the Iron Age, including the Palaeolithic, Mesolithic and Neolithic periods, Bronze Age and Iron Age.
Curriculum Journey	Previous Learning Year 3 – <i>Invasion</i> : chronology, migration, settlement and leadership. Year 4 – <i>Ancient Civilisations</i> : comparing societies, archaeology, innovation and historical significance. Current Project Pupils investigate how prehistoric people adapted to environmental challenges and technological developments, using archaeological evidence to explain long-term change. Future Learning <i>Emperors and Empires</i> : understanding how Roman technology, engineering and government transformed Britain. Year 6: <i>Maafa</i> and <i>Britain at War</i> continue to explore how societies respond to challenge, conflict and change.

Sticky Knowledge	• Prehistory is the period before written records. • People adapted from hunter-gatherers to settled farmers. • Farming transformed food production, communities and daily life. • Bronze and iron technology revolutionised tools, weapons and trade. • Archaeologists use artefacts, monuments and environmental evidence to understand prehistoric Britain. • Stonehenge and other monuments provide evidence about prehistoric beliefs and communities. • Britain's earliest communities were built around cooperation, shared resources and a sense of belonging. • Human innovation enabled communities to thrive despite changing environments.
Historical Skills	• Construct detailed chronological timelines across thousands of years. • Analyse archaeological evidence and explain what it tells us. • Compare life across the Stone, Bronze and Iron Ages. • Explain continuity and change over time. • Evaluate how innovation affected survival and society. • Use historical vocabulary accurately in discussion and writing. • Justify conclusions using evidence. • Explain how early communities developed and changed over time.
Substantive Concepts	Survival • Innovation • Settlement • Community • Technology • Trade • Belief • Change
Disciplinary Concepts	Chronology • Change & Continuity • Evidence • Historical Significance • Cause & Consequence
Core Vocabulary	Tier 3 Historical Vocabulary prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, hunter-gatherer, nomadic, settlement, agriculture, domestication, flint, monument, Stonehenge, roundhouse, hillfort, bronze, iron, ore, smelting, metalworking, Bell Beaker, archaeology, artefact, continuity, innovation, chronology, significance. (<i>Vocabulary organised from the History Progression of Knowledge, Skills and Vocabulary document.</i>)
Reading Spine	Core Text: <i>Wolf Brother</i> – Michelle Paver. Supporting Fiction: <i>The Wild Way Home</i> – Sophie Kirtley. Non-fiction: High-quality archaeological texts on prehistoric Britain, Stonehenge, Skara Brae and Iron Age hillforts; maps and excavation reports. Poetry & Oracy: Oral storytelling around prehistoric myths and legends; performance inspired by early human communication.
Cross-Curricular Links	English: Survival narratives, explanation texts, diary writing, balanced arguments and information writing. Geography: Physical geography, climate, land use and settlement patterns. Art: Cave paintings, prehistoric sculpture, natural pigments and weaving. DT: Shelter design, prehistoric tools, simple engineering and weaving techniques. Science: Materials, rocks, forces, adaptation and environmental change. Computing: Interactive timelines and archaeological research. Music: Rhythm through natural percussion and storytelling. PSHE: Teamwork, resilience, problem solving and community responsibility.
Beach School & Outdoor Learning	• Build prehistoric shelters using natural materials. • Investigate natural resources used for survival. • Create cave art using charcoal, clay and natural pigments. • Construct miniature Stonehenge circles and explore why monuments were built. • Learn safe fire-lighting principles (where appropriate) and explore prehistoric cooking methods. • Investigate animal tracks, edible plants and survival strategies. • Compare modern and prehistoric environments around Greatstone.
Greatstone & Kent Links	Explore prehistoric archaeology in Kent, including Kits Coty House and Coldrum Long Barrow. Compare coastal landscapes around Greatstone with prehistoric environments and discuss how changing coastlines affected settlement and movement. Investigate local flint, natural resources and evidence of early communities across Kent.
Memorable Hook	Pupils arrive to discover an archaeological dig has been uncovered on the school grounds. Replica artefacts, bones, flint tools and mysterious footprints have been found. They become archaeologists, working in excavation teams to uncover clues about Britain's earliest inhabitants before launching the enquiry question.
Authentic Outcome / Showcase	Greatstone Prehistoric Survival Experience – pupils transform the school grounds into a prehistoric settlement, demonstrating survival skills, shelter building, cave art, archaeological discoveries and storytelling for families, governors and the local community. Visitors experience hands-on activities led entirely by the children.
Assessment End Point	By the end of the project, pupils explain how life changed between the Stone Age and Iron Age using accurate historical vocabulary and archaeological evidence. They compare different prehistoric periods, explain the impact of farming and metalworking and justify how innovation enabled humans to survive and thrive.

Suggested Six-Week Teaching Sequence

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
Week 1	Launching the enquiry – Who were Britain's first people?	Pupils discover an archaeological excavation containing replica flint tools, animal bones, charcoal and cave art. They become archaeologists, handling artefacts and asking questions about how people lived before written history. Create a class timeline from the Palaeolithic to the Iron Age, introducing key vocabulary and considering how the first communities began.	Conduct an archaeological dig in a sandpit, recording discoveries using archaeological recording sheets. Create a giant prehistoric timeline using natural materials and ropes around the school grounds.

Week 2	How did people live together in the Early Stone Age?	Explore hunter-gatherer life, family groups, nomadic communities and the importance of cooperation. Investigate how people shared food, protected one another and travelled together. Analyse archaeological evidence to infer how communities developed a sense of belonging. Produce labelled diagrams and survival journals.	Build temporary shelters using natural materials. Learn safe knot tying, identify useful natural resources and discuss how working together helped early communities survive.
Week 3	How did early communities work together?	Investigate the importance of fire, shelter, food gathering and shared responsibilities. Explore how cooperation enabled early humans to survive and thrive. Compare the different roles within prehistoric communities and create collaborative diagrams showing how everyone contributed.	Work in teams to build increasingly effective shelters using natural materials. Practise teamwork challenges, safe fire-circle routines (where appropriate) and collaborative problem-solving activities.
Week 4	Why did people begin to settle?	Investigate the Neolithic Revolution and how farming transformed communities. Explore domestication, permanent settlements and changing lifestyles. Compare life before and after farming using historical evidence and create explanation texts describing why settlements developed.	Prepare small planting areas, investigate ancient farming techniques, grind grain using stones and build simple Neolithic settlements using natural materials.
Week 5	How did settlements change people's lives?	Explore permanent homes, farming, caring for animals and the growth of villages. Discuss how settlements strengthened communities and created a greater sense of belonging. Create comparison charts showing how everyday life changed as people settled.	Build model prehistoric villages using natural resources. Care for planting areas, investigate animal habitats and discuss how people learned to live sustainably within their environment.
Week 6	Reflection and ROOTS Showcase – How did Britain's first communities belong together?	Complete independent historical writing answering the enquiry question. Create a collaborative prehistoric settlement demonstrating homes, farming, daily life and community roles. Reflect on how cooperation, belonging and shared responsibility helped Britain's earliest communities flourish.	Invite families to explore the outdoor prehistoric settlement. Pupils lead guided tours explaining shelters, farming, community life and how early people worked together to build successful settlements.

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
Week 7	How did the Bronze Age change Britain?	Investigate bronze technology, metalworking and innovation. Explore how new inventions transformed farming, tools, transport and everyday life. Analyse artefacts and explain why innovation helped communities adapt and grow stronger.	Investigate natural materials that can be shaped and strengthened. Create simple tool prototypes and discuss how innovation helps people solve problems.
Week 8	How did the Iron Age transform society?	Explore Iron Age settlements, hillforts, stronger tools and changing ways of life. Compare bronze and iron technologies and explain how communities adapted to new challenges and opportunities.	Build hillfort models using natural materials and investigate defensive locations around the school grounds. Test different natural materials for strength and durability.
Week 9	How did trade help prehistoric communities survive?	Investigate trade routes, exchange of goods and growing connections between communities. Discuss why sharing resources, knowledge and ideas strengthened prehistoric societies. Create simple trade maps and role-play trading activities.	Follow a mapped trading trail around the school grounds, exchanging natural resources and discussing how cooperation benefited different communities.
Week 10	What can Stonehenge tell us about prehistoric Britain?	Investigate Stonehenge and other prehistoric monuments. Explore different historical interpretations of why they were built and what they reveal about beliefs, communities and survival.	Construct miniature Stonehenge circles using natural materials. Investigate how people may have transported large stones using teamwork and simple engineering techniques.
Week 11	What can archaeology tell us about the past?	Investigate Skara Brae and significant archaeological discoveries. Explore how archaeologists gather evidence and why interpretations sometimes differ. Prepare museum exhibits and historical presentations for the final showcase.	Carry out a professional archaeological excavation using recording grids, sketching, photography and evidence cataloguing before drawing conclusions from the findings.
Week 12	Reflection and Showcase – How did people adapt and survive in prehistoric Britain?	Complete independent historical writing answering the overall enquiry question. Curate the Greatstone Prehistoric Survival Experience , showcasing archaeology, artefacts, timelines, technology, settlements and pupil-led presentations demonstrating how prehistoric people adapted and survived over thousands of years.	Lead families through an outdoor prehistoric experience including archaeology, shelter building, prehistoric technology, storytelling and demonstrations showing how resilience, innovation and cooperation enabled people to survive and thrive.

Reflection Questions	Purpose
What have we learned about the past?	Pupils explain how prehistoric people adapted, innovated and transformed life over thousands of years, using precise historical vocabulary.
How has our thinking changed?	Pupils reflect on how archaeological evidence has challenged assumptions about prehistoric communities and shown that innovation existed long before written history.
How does this help us understand Greatstone and our world today?	Pupils consider how humans continue to adapt to environmental challenges, how communities depend on cooperation and innovation, and why understanding our earliest history helps us appreciate the resilience of people living in coastal environments such as Greatstone.

Teacher Notes

Area	Guidance
Common Misconceptions	Prehistoric people were not primitive or unintelligent. The Stone Age was not one single period. Farming did not happen overnight. Stonehenge was not built by Romans or Vikings. Archaeologists interpret evidence carefully and may revise conclusions when new discoveries are made.
Adaptive Teaching	Pre-teach technical chronology using visual timelines and colour coding. Use replica artefacts, images and practical demonstrations before introducing abstract concepts. Provide comparison grids and sentence stems to support historical reasoning. Offer hands-on learning through Beach School to reinforce vocabulary and understanding.
Assessment Opportunities	Retrieval quizzes; vocabulary retrieval; timeline construction; annotated archaeological evidence; comparison writing; practical demonstrations; historical explanations; showcase presentations and pupil self-reflection against the enquiry question.
Enrichment Opportunities	Visit Kits Coty House, Coldrum Long Barrow or the British Museum (virtual or in person). Invite an archaeologist or prehistoric re-enactor. Explore local flint collections, geological features and archaeological finds from Kent. Connect with local museums and heritage organisations for loan boxes and workshops. Stone Age Day – Kent Life – Wednesday 30 th and Thursday 1 st October, Loans Boxes Maidstone Museum Stone Age Box 1 and 2 – survival/tools AND Bronze/Iron Age – Box 1 and 2

Year 5 Project Overview - EMPERORS AND EMPIRES – Summer 1 and 2

How did the Romans change Britain?

Section	Curriculum Overview
Curriculum Rationale	This project explores the rise of Ancient Rome, the expansion of the Roman Empire and the Roman conquest of Britain. During Summer 1 , pupils investigate how Roman leadership, military organisation, engineering and government enabled Rome to build, control and protect one of the largest empires in history. They explore the concept of empire, examining how roads, forts, laws and disciplined armies helped maintain stability across vast territories. During Summer 2 , pupils investigate the Romanisation of Britain and evaluate the lasting legacy of Roman civilisation through engineering, architecture, language, law, technology and infrastructure. Using historical sources, archaeological evidence and enquiry, pupils explain how Roman influence continues to shape modern Britain while preparing for future studies of empire, justice and human rights in Year 6.
The Greatstone Way	PROTECTORS – How can we protect our planet and each other? Pupils investigate how Roman leadership, military discipline, engineering and organisation enabled Rome to build, defend and govern a vast empire. They explore the responsibilities of leaders, the importance of cooperation and how communities were protected through laws, roads, forts and infrastructure. Pupils develop the Greatstone values of Care through community responsibility, Dream through innovation and ambition, and Dare through resilience, leadership and problem-solving. LEGACY – What kind of legacy do we want to leave behind? Pupils explore the enduring influence of Roman civilisation on Britain, including roads, towns, law, engineering, architecture, language and public services. They reflect on how Roman achievements continue to shape modern life and consider the positive legacy they can leave within their own school and community.
National Curriculum Coverage	The Roman Empire and its impact on Britain.
Curriculum Journey	Previous Learning Year 5 – Through the Ages: technological innovation, settlement, archaeology and long-term change. Current Project Pupils investigate how Rome expanded and protected its empire before evaluating the impact and lasting legacy of Roman Britain through historical enquiry and archaeological evidence. Future Learning Year 6 – Maafa: exploring empire, justice, migration and human rights by considering how empires have shaped societies throughout history.
Sticky Knowledge	• Rome developed from a kingdom into a republic and then an empire. • Roman armies conquered and protected large areas of Europe, North Africa and Britain. • Roman roads, forts and towns helped control the empire. • Boudicca led a rebellion against Roman rule in Britain. • Roman engineering transformed transport, buildings and public services. • Romanisation changed Britain's language, beliefs, settlements and culture. • Many aspects of modern Britain have their origins in Roman civilisation. • Archaeologists use artefacts, inscriptions and buildings to understand Roman life.
Historical Skills	• Construct detailed chronological timelines. • Analyse archaeological and written sources. • Explain causes and consequences of Roman conquest. • Compare Celtic and Roman Britain. • Evaluate historical significance. • Explain continuity and change. • Justify conclusions using historical evidence.
Substantive Concepts	Empire • Government • Innovation • Technology • Leadership • Legacy
Disciplinary Concepts	Chronology • Historical Enquiry • Historical Evidence • Cause & Consequence • Similarity & Difference • Change & Continuity • Historical Significance • Interpretation
Core Vocabulary	empire, emperor, republic, legion, centurion, conquest, invasion, province, fort, Hadrian's Wall, aqueduct, villa, amphitheatre, Romanisation, archaeology, artefact, engineering, government, law, citizenship, legacy, chronology, significance
Reading Spine	Core Text: Escape from Pompeii – Christina Balit. Supporting Fiction: The Thieves of Ostia – Caroline Lawrence. Non-fiction: DK Eyewitness Ancient Rome; Usborne See Inside Ancient Rome; historical atlases, archaeological reports and primary source extracts. Poetry & Oracy: Roman myths and legends, persuasive speeches and historical debates inspired by the Roman Senate.
Cross-Curricular Links	English: Historical narratives, balanced arguments, persuasive speeches, diary writing and explanation texts. Geography: Physical geography of Europe, trade routes and the expansion of empires. Art: Roman mosaics, sculpture and architecture.

	DT: Roman engineering, bridges and aqueducts. Science: Forces, materials and engineering principles. Computing: Digital timelines, GIS mapping and historical research. Music: Roman fanfares and dramatic performance. PSHE: Leadership, citizenship, democracy, justice and community responsibility.
Beach School & Outdoor Learning	Summer 1 – PROTECTORS • Construct Roman forts and marching camps using natural materials. • Build Roman roads, bridges and defensive walls. • Investigate why geography helped protect settlements. • Complete military teamwork and leadership challenges inspired by Roman legions. Summer 2 – LEGACY • Engineer functioning aqueducts and bridges using natural materials. • Conduct archaeological excavations of replica Roman artefacts. • Explore how Roman engineering principles still influence modern construction. • Create an outdoor Roman Britain Living Museum showcasing engineering, archaeology and Roman innovation.
Greatstone & Kent Links	Investigate the Roman history of Kent, including Richborough Roman Fort (Rutupiae), Dover Roman Painted House and Lullingstone Roman Villa. Explore why Kent became the Romans' gateway to Britain and compare Roman roads and settlements with modern transport networks across the county. Discuss how Roman engineering, trade and settlement continue to influence communities throughout Kent today. Compare Roman coastal defences with the importance of protecting Greatstone's coastline and community.
Memorable Hook	The Emperor's Orders – Pupils discover a sealed Roman commander's chest containing armour, military orders, coins, maps, engineering plans and mysterious artefacts. They receive a message from Emperor Claudius asking them to investigate how Rome built, protected and governed its empire before deciding whether Roman rule benefited Britain.
Authentic Outcome / Showcase	Roman Britain Living Museum – Pupils transform the school into a Roman province featuring military camps, engineering demonstrations, archaeological excavations, Senate debates, mosaics, Roman roads and aqueducts. Horrible Histories showcase. Visitors experience how Rome protected its empire before exploring the remarkable legacy that continues to shape Britain today through pupil-led exhibitions, drama and historical enquiry.
Assessment End Point	By the end of the project, pupils explain how Roman leadership, military organisation and engineering enabled Rome to build and protect one of history's greatest empires. They evaluate how Roman conquest transformed Britain and justify the significance of Rome's lasting legacy through law, engineering, language, settlements and government using accurate historical vocabulary and evidence.

Suggested Six-Week Teaching Sequence

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
Week 1	Launching the enquiry – How did Rome become a powerful empire?	Open the Roman commander's chest containing armour, coins, maps, military orders and engineering plans. Create an enquiry wall and introduce project vocabulary. Locate Rome on a world map and place the Roman Empire on a class timeline. Investigate how the Roman Republic became an Empire and discuss why powerful nations expand. Explore how discipline, leadership and organisation helped Rome build a powerful civilisation.	Become Roman surveyors by measuring and mapping part of the school grounds. Follow grid references and create a giant timeline using ropes and natural materials.
Week 2	How did the Romans conquer and protect their empire?	Investigate Julius Caesar's expeditions and Claudius' successful invasion of Britain. Explore the organisation of the Roman army, military discipline and battlefield tactics. Debate why Rome was so successful in expanding and defending its empire.	Recreate a Roman marching camp using natural materials. Build defensive earthworks and explore why geography influenced military success. Complete an orienteering challenge following Roman invasion routes.
Week 3	How did Roman engineering protect communities?	Investigate roads, forts, Hadrian's Wall, aqueducts and bridges. Explore how engineering helped armies travel quickly, protected settlements and connected the empire. Analyse archaeological evidence to understand Roman innovation.	Build sections of Roman roads and defensive walls. Create miniature aqueducts and investigate how engineering solved problems for Roman communities.
Week 4	How did Roman leadership and laws keep people safe?	Explore Roman government, citizenship, laws and public order. Compare the experiences of Roman citizens, soldiers and conquered peoples. Discuss how rules, leadership and organisation helped maintain a successful empire.	Hold a Roman Senate debate outdoors and create role-play scenarios where pupils make decisions as Roman leaders.
Week 5	How did Britain change under Roman rule?	Investigate Roman towns, villas, forts and settlements. Explore how Roman leadership, engineering and organisation changed everyday life. Introduce the idea that many Roman developments still influence Britain today, ready for the Legacy theme next half term.	Conduct a "Roman Settlement Trail" around the school, identifying where roads, buildings and services might have been located. Complete engineering challenges using natural materials.
Week 6	Reflection and PROTECTORS Showcase – How did the Romans build and protect an empire?	Complete independent historical writing answering the enquiry question. Curate the first stage of the Roman Britain Living Museum , showcasing Roman armies, forts, engineering, leadership and governance. Revisit the enquiry wall and reflect on how Rome protected its people and maintained its empire.	

Summer 2 – LEGACY (Weeks 7–12)

Week	Learning Focus	Knowledge to be Secured	Historical Enquiry Question	Example Learning Activities	Beach School / Outdoor Learning	Assessment Opportunity
Week 7	How did the Romans change Britain?	Romanisation transformed settlements, transport and daily life.	How did Roman rule change Britain?	Compare Celtic and Roman Britain using maps, artefacts and reconstructions.	Investigate Roman roads around Kent using maps and create route plans outdoors.	Can pupils explain the impact of Romanisation?
Week 8	Roman Engineering	Roman engineering improved transport, sanitation and public buildings.	Why were the Romans such successful engineers?	Investigate roads, aqueducts, bath houses and hypocausts.	Build Roman roads and aqueducts using natural materials and test their strength.	Can pupils explain why Roman engineering was significant?
Week 9	Life in Roman Britain	Roman towns, villas and public buildings transformed everyday life.	What was everyday life like in Roman Britain?	Compare the lives of Romans, Celts and enslaved people using archaeological evidence.	Recreate a Roman marketplace outdoors.	Can pupils compare different experiences within Roman Britain?
Week 10	What did the Romans leave behind?	Roman ideas continue to influence Britain today.	Which Roman achievement has had the greatest impact?	Investigate language, law, engineering and architecture. Debate significance.	Roman engineering challenge using natural resources.	Can pupils explain the legacy of Roman civilisation?
Week 11	Comparing Civilisations	Rome built on ideas from earlier civilisations studied in KS2.	How was Rome similar to Ancient Greece?	Compare government, leadership, architecture and innovation using evidence.	Outdoor civilisation comparison trail.	Can pupils compare two civilisations using historical evidence?
Week 12	Reflection and LEGACY Showcase	Roman civilisation continues to shape Britain today.	How did the Romans build and protect an empire, and what legacy did they leave behind?	Complete independent historical writing and present the Roman Britain Living Museum with artefacts, engineering models, debates and archaeological evidence.	Lead visitors through Roman roads, military camps and engineering demonstrations.	Final assessment of chronology, enquiry, significance and historical vocabulary.

Reflection Questions	Purpose
How did the Roman Empire change Britain?	Pupils summarise the key historical knowledge and vocabulary gained throughout the project, explaining the lasting impact of the Roman Empire on Britain's settlements, roads, laws, technology, culture and society.
How has our thinking changed about the Romans and the people they conquered?	Pupils reflect on how using historical evidence, archaeological discoveries and different historical interpretations has developed a more balanced understanding of Roman expansion, conquest and everyday life for both Romans and native Britons.
What makes an empire successful, and why do empires eventually decline?	Pupils evaluate the factors that contribute to the growth and decline of empires, considering leadership, military power, innovation, trade, governance and the challenges of controlling vast territories.
How does the Roman legacy continue to influence Greatstone, Britain and the wider world today?	Pupils make connections between Roman achievements and modern society, recognising how Roman ideas, engineering, language, government and infrastructure continue to shape Britain today, including links to Kent's rich Roman heritage.

Teacher Notes

Misconceptions:	Romans were not universally welcomed; Boudicca did not defeat the Romans; Romanisation was gradual.
Adaptive Teaching:	Use maps, engineering models and artefacts before abstract political concepts.
Assessment:	Source analysis, retrieval, debates, museum explanations.
Enrichment:	Richborough Roman Fort, Canterbury Roman Museum, Roman re-enactors. Loans Boxes Maidstone Museum Romans – Box 1 and 2

Year 6 Project Overview – MAAFA – Autumn 1 and 2 How did the transatlantic slave trade change lives, and how did people show resilience, resistance and hope?	
Section	Curriculum Overview
Curriculum Rationale	This project explores the history and impact of the transatlantic slave trade and its continuing significance today. During Autumn 1 , pupils investigate the rich civilisations and cultures of West Africa before European involvement, recognising identity, heritage and belonging. They explore how the transatlantic slave trade developed, considering the economic, political and moral factors that shaped this period of history. During Autumn 2 , pupils investigate the experiences of enslaved people, acts of resistance, abolition and the long-term consequences of slavery. Through historical enquiry, primary and secondary sources and thoughtful discussion, pupils develop an understanding of resilience, justice, equality and human rights while appreciating the enduring contributions of African and Caribbean communities to Britain and the wider world.

The Greatstone Way	ROOTS – Where do I belong and how can we grow together? Pupils explore identity, heritage and belonging by learning about the kingdoms, cultures and achievements of West Africa before the slave trade. They recognise that every community has a rich history and culture and develop empathy and respect for diversity. They demonstrate Care by valuing others' experiences, Dream by recognising the achievements of different civilisations and Dare by asking challenging historical questions. SURVIVORS – How can we survive challenges and keep going? Pupils investigate the resilience of enslaved people, the courage of abolitionists and the importance of standing against injustice. They explore how individuals and communities resisted oppression and worked towards freedom, equality and lasting change.
National Curriculum Coverage	A study extending pupils' chronological knowledge beyond 1066; a non-European society providing contrasts with British history; Britain's changing role in the wider world; significant historical events, people and movements; historical enquiry using a range of primary and secondary sources; analysing interpretations; identifying causes, consequences, continuity and change.
Curriculum Journey	Previous Learning Year 5 – Emperors & Empires: empire, conquest, leadership, Romanisation and historical significance. Current Project Pupils investigate how the transatlantic slave trade affected millions of lives while examining identity, resistance, abolition and human rights through historical enquiry. Future Learning Year 6 Summer – Britain at War: understanding conflict, resilience, protection, remembrance and the legacy of global events on modern Britain.
Sticky Knowledge	• Powerful kingdoms and civilisations existed across West Africa before the slave trade. • The transatlantic slave trade forcibly transported millions of African people across the Atlantic. • Enslaved people experienced terrible injustice but demonstrated resilience and resistance. • Many people campaigned to abolish slavery, including formerly enslaved people and abolitionists. • Britain abolished the slave trade in 1807 and slavery across much of the British Empire in 1833. • The impact of slavery continues to influence societies today. • Historical sources help us understand different experiences and perspectives from this period.
Historical Skills	• Analyse a range of historical sources and interpretations. • Understand chronology across several centuries. • Explain cause and consequence. • Recognise different historical perspectives. • Evaluate historical significance. • Identify continuity and change. • Construct balanced historical arguments supported by evidence.
Substantive Concepts	Identity • Freedom • Equality • Justice • Community • Diversity • Migration • Resistance • Human Rights • Legacy
Disciplinary Concepts	Cause and Consequence, Historical Significance, Historical Interpretation, Historical Evidence, Continuity and Change, Chronology, Perspective
Core Vocabulary	Maafa, enslavement, abolition, abolitionist, plantation, triangular trade, Middle Passage, emancipation, resistance, empire, commerce, colonialism, exploitation, human rights, prejudice, discrimination, legacy, interpretation, provenance civilisation, kingdom, trade, empire, enslavement, abolition, plantation, resistance, freedom, equality, justice, discrimination, migration, heritage, identity, human rights, interpretation, significance
Reading Spine	<i>Freedom</i> – Catherine Johnson; <i>The Door of No Return</i> – Kwame Alexander (extracts); <i>Young, Gifted and Black</i>; <i>Black and British: A Short Essential History</i> (adapted); biographies of Olaudah Equiano, Mary Prince and William Wilberforce; high-quality primary source extracts. <i>The Journey Back Home</i> – Jamaica Kincaid (extracts) Non-fiction DK <i>The History of Africa</i> Historical Association resources Primary source narratives Olaudah Equiano extracts
Cross-Curricular Links	English: Persuasive speeches, balanced arguments, historical narratives, formal debate. Geography: Africa, Atlantic Ocean, trade routes, migration. PSHE/RSHE: Equality, diversity, justice, protected characteristics and human rights.

	Art: African art, symbolism and portraiture. Music: African musical traditions and spirituals. Computing: Digital historical enquiry and presentation.
Beach School & Outdoor Learning	Autumn 1 – ROOTS - Explore global trade routes using large-scale outdoor maps. - Create timeline trails through the woodland. - Build West African village models from natural materials. - Investigate natural resources and trade. Autumn 2 – SURVIVORS - Team resilience challenges. - Story circles exploring oral traditions. - Reflective remembrance installations using natural materials. - Outdoor debate exploring justice and equality.
Greatstone & Kent Links	Investigate Kent's maritime history, links to British ports involved in global trade and local memorials connected to abolition. Consider how Britain's coastal communities participated in changing patterns of trade and migration. Reflect upon diversity within modern Kent and how historical migration has shaped contemporary communities.
Memorable Hook	A Forgotten Trunk Pupils discover a trunk containing trade goods, maps, letters, African artefacts and personal belongings belonging to an unknown child. Working as historians, they begin asking questions about identity, journeys and belonging before uncovering the wider story of the transatlantic slave trade.
Authentic Outcome / Showcase	Voices of Freedom Exhibition Pupils curate an immersive exhibition combining artwork, historical enquiry, biographies, drama, music and digital storytelling. Families move through galleries exploring West African civilisation, the slave trade, resistance, abolition and the continuing importance of equality and justice today.
Assessment End Point	Pupils construct balanced historical arguments explaining how the transatlantic slave trade developed, why abolition occurred and why its legacy continues today. They evaluate historical evidence, analyse differing interpretations and communicate sophisticated historical understanding using precise disciplinary vocabulary.

Suggested Six-Week Teaching Sequence

Autumn 1 – ROOTS

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
1	Launching the enquiry – What was Africa like before the slave trade?	Discover the mysterious trunk, locate West African kingdoms, create enquiry wall.	Giant floor map and timeline outdoors.
2	Kingdoms of West Africa	Explore Mali, Benin and Songhai, trade, learning and leadership.	Build model settlements using natural materials.
3	Identity and culture	Art, music, storytelling, religion and daily life.	African storytelling circle outdoors.
4	Why did the slave trade begin?	Explore trade routes, European expansion and economic motives.	Map Atlantic trade routes around the school grounds.
5	The triangular trade	Investigate goods, journeys and historical sources.	Human map of trade routes and cargo challenge.
6	Reflection – ROOTS Showcase	Create a "Celebration of West African Civilisations" museum.	Outdoor heritage trail led by pupils.

Autumn 2 – SURVIVORS

Week	Learning Focus	Example Learning Activities	Beach School / Outdoor Learning
7	The experiences of enslaved people	Study personal narratives and primary sources with sensitivity.	Quiet reflection space and empathy activities outdoors.
8	Resistance and courage	Explore everyday resistance, rebellion and resilience.	Team survival and cooperation challenges.
9	The abolition movement	Study Olaudah Equiano, William Wilberforce, Thomas Clarkson and others. Debate how change happens.	Outdoor conscience alley and abolition debate.
10	Life after abolition	Investigate continued inequality and contributions of African and Caribbean communities.	Local diversity and migration enquiry walk.
11	Why does Maafa still matter today?	Explore remembrance, equality and human rights today.	Create a remembrance installation using natural materials.
12	Reflection and SURVIVORS Showcase	Present the Voices of Freedom Exhibition , answer the enquiry question and reflect on resilience, justice and hope.	Lead families through the exhibition and remembrance trail.

Reflection Questions

- What have we learned about the past?
- How has our thinking changed?
- How can understanding history help us create a fairer future?

Teacher Notes

Misconceptions: Africa was not without advanced civilisations; enslaved people resisted in many ways; abolition was not the work of one individual.
Adaptive Teaching: Handle sensitive content carefully; use respectful terminology and multiple perspectives.
Assessment: Historical essays, discussions, source analysis and exhibitions.
Enrichment: National Maritime Museum, International Slavery Museum (virtual resources), local community speakers where appropriate. [Loans Boxes](#) | [Maidstone Museum](#) - Benin

Year 6 Project Overview - BRITAIN AT WAR – Summer 1 and Summer 2	
How did Britain protect its people during the Second World War, and what legacy did the war leave behind?	
Section	Curriculum Overview
Curriculum Rationale	This project explores the causes, experiences and consequences of the Second World War in Britain. During Summer 1 , pupils investigate how Britain prepared for and responded to conflict through leadership, evacuation, the Home Front, civil defence and technological innovation. They consider how ordinary people worked together to protect communities during a time of national crisis. During Summer 2 , pupils explore the end of the war and evaluate its lasting impact on Britain and the wider world. They investigate remembrance, reconstruction, equality, technological advances and the creation of organisations such as the United Nations, reflecting on how the legacy of war continues to influence modern society. Through historical enquiry, primary sources and local history, pupils develop a balanced understanding of conflict, resilience, democracy and peace.
The Greatstone Way	PROTECTORS – How can we protect our planet and each other? Pupils explore how Britain protected its people during wartime through cooperation, leadership, courage and community responsibility. They investigate the role of evacuation, civil defence, the armed forces and technological innovation while recognising that everyone contributed to protecting their communities. Pupils develop Care through compassion and service, Dream through hope for peace and Dare through resilience, bravery and determination. LEGACY – What kind of legacy do we want to leave behind? Pupils investigate how the Second World War changed Britain and the wider world. They explore remembrance, equality, reconstruction and international cooperation, reflecting on how the choices made during the war continue to shape modern Britain and how they can contribute positively to their own communities.
National Curriculum Coverage	A study of an aspect of British history beyond 1066; Britain's role in the wider world; significant events, people and developments during the Second World War; historical enquiry using primary and secondary sources; evaluating interpretations; identifying cause, consequence, continuity and change.
Curriculum Journey	Previous Learning Year 6 – Maafa: identity, injustice, human rights, equality and historical significance. Current Project Pupils investigate Britain's experiences during World War II before evaluating its lasting impact on Britain and the modern world through historical enquiry and local history. Preparing for Secondary History Pupils leave KS2 with secure understanding of chronology, historical enquiry, evidence, interpretation and significance across British and world history.
Sticky Knowledge	• World War II began in 1939 and ended in 1945. • Britain protected its people through evacuation, air raid precautions, rationing and civil defence. • The Battle of Britain helped defend the country from invasion. • Women, children and civilians played vital roles on the Home Front. • Technological innovation influenced the outcome of the war. • The Holocaust was a genocide in which six million Jewish people, along with millions of others, were murdered by Nazi Germany. • The war led to significant social, political and technological changes. • Remembrance helps us learn from the past and work towards peace.
Historical Skills	• Analyse primary and secondary historical sources. • Evaluate different historical interpretations. • Explain cause and consequence. • Understand chronology across the twentieth century. • Recognise historical significance. • Compare different experiences during wartime. • Construct balanced historical arguments using evidence.
Substantive Concepts	Conflict, Democracy, Leadership, Propaganda, Resistance, Sacrifice, Technology, Society, Peace, Remembrance
Disciplinary Concepts	Chronology • Historical Enquiry • Evidence • Interpretation • Cause & Consequence • Change & Continuity • Historical Significance • Perspective
Core Vocabulary	allies, axis, evacuation, blitz, rationing, blackout, air raid, propaganda, VE Day, Holocaust, resistance, democracy, reconstruction, remembrance, legacy, significance, interpretation
Reading Spine	<i>Goodnight Mister Tom</i> ; <i>When the Sky Falls</i> ; <i>Letters from the Lighthouse</i> ; <i>Rose Blanche</i> ; <i>The Boy in the Striped Pyjamas</i> (teacher-selected extracts only); wartime diaries, letters and oral histories from the Imperial War Museum.
Cross-Curricular Links	English: Historical narratives, diary writing, persuasive speeches, balanced arguments.

	Geography: European countries, invasion routes, global conflict. Science: Radar, engineering, medicine and technological innovation. PSHE/RSHE: Democracy, tolerance, human rights and discrimination. Art: Wartime posters and propaganda. Music: Wartime songs and remembrance. Computing: digital timelines, oral history research.
Beach School & Outdoor Learning	Summer 1 – PROTECTORS - Build Anderson shelters using natural materials. - Create evacuation routes around the school. - Civil defence teamwork challenges. - Orienteering using wartime maps. Summer 2 – LEGACY - Remembrance trail. - Outdoor peace garden. - Oral history interviews. - Reflection sculptures using natural materials.
Greatstone & Kent Links	Investigate Kent's important role during the Second World War as the "Front Line County." Study the Battle of Britain, nearby airfields, Dover Castle, coastal defences and evacuation. Explore local wartime stories, memorials and museums to understand how the conflict affected communities across Kent. Compare wartime coastal protection with the continuing importance of protecting Greatstone's coastline and community today.
Memorable Hook	Air Raid! September 1939 Pupils arrive to hear an air raid siren before discovering a wartime classroom filled with suitcases, ration books, gas masks, identity cards, letters and evacuation labels. They receive an emergency government briefing asking them to investigate how Britain protected its people during the war.
Authentic Outcome / Showcase	Britain at War Living History Museum Families visit interactive exhibitions including an evacuation station, Anderson shelter, Home Front kitchen, wartime classroom, propaganda gallery, remembrance garden and oral history recordings. Pupils explain how Britain protected its people before presenting how the war continues to shape Britain today.
Assessment End Point	By the end of the project, pupils explain how Britain responded to the challenges of the Second World War through leadership, cooperation and innovation. They evaluate the impact of the conflict on individuals and communities and justify the significance of its lasting legacy, including remembrance, democracy, equality and international cooperation, using accurate historical vocabulary and evidence.

Suggested Six-Week Teaching Sequence

Summer 1 – PROTECTORS

Week	Learning Focus	Knowledge to be Secured	Detailed Example Learning Activities
Week 1	Launching the enquiry – Why did Britain go to war?	The Second World War began in 1939 after years of tension in Europe. Nazi Germany invaded Poland, leading Britain and France to declare war. The war involved alliances, competing ideologies and territorial expansion.	Introduce the project through an emergency government briefing containing a map of Europe, newspaper reports, identity cards, letters, ration books and photographs. Build a class chronology beginning with the end of the First World War and moving through Hitler's rise to power, the Treaty of Versailles, German expansion, appeasement, the invasion of Poland and Britain's declaration of war. Pupils annotate a map showing Germany, Britain, France, Poland, Czechoslovakia and Austria. Analyse contrasting newspaper headlines and extracts from political speeches to identify differing viewpoints. Create a cause-and-consequence diagram showing the long-term and immediate causes of war. End with a structured debate: Was war avoidable by 1939?
Week 2	How did Britain prepare to protect civilians?	The government introduced evacuation, blackout regulations, air-raid precautions, gas masks and public shelters to reduce civilian casualties. Protection relied on planning, communication and cooperation.	Establish expert groups to investigate evacuation, ARP wardens, blackout rules, gas masks, Anderson shelters and public information campaigns. Pupils rotate around source stations containing posters, photographs, government advice, diagrams and personal accounts. Examine an evacuation label and suitcase contents, then infer what an evacuee might have needed and feared. Compare official government advice with diary extracts describing real experiences. Design an annotated air-raid protection plan for a fictional street, identifying responsibilities for wardens, families, schools and emergency services. Write an explanation evaluating which protective measure was likely to be most effective and why.
Week 3	Evacuation – protection or separation?	Around three million people were evacuated during the war. Experiences varied greatly according to place, family, class, race and the quality of the host placement.	Trace evacuation routes from major cities to rural and coastal areas. Use photographs, letters, oral histories and government posters to compare the official image of evacuation with children's lived experiences. Create profiles of several evacuees with contrasting experiences, including a child who was welcomed, one who experienced prejudice, one separated from siblings and one who returned home early. Conduct a conscience alley in which pupils advise a parent deciding whether to evacuate their child. Write paired diary entries from the perspectives of an evacuee and a host family. Conclude with an evidence-based judgement on whether evacuation was successful as a protective policy.
Week 4	The Battle of Britain – how was invasion prevented?	The Battle of Britain took place in 1940. The RAF, radar, airfields, ground crews and intelligence all contributed to preventing German air superiority and invasion.	Plot key events from July to October 1940 on a timeline. Investigate the roles of fighter pilots, radar operators, aircraft designers, mechanics, observers and members of the Women's Auxiliary Air Force. Compare the strengths and weaknesses of the RAF and Luftwaffe using a structured evidence grid. Analyse maps of airfields, radar stations and German flight routes. Pupils examine a range of possible explanations—leadership, technology, geography, pilot skill, German mistakes and intelligence—and rank them by importance. Complete a written response explaining why no single factor fully explains the outcome.
Week 5	The Blitz and civil defence	German bombing targeted towns, cities, ports and industry. Civilians experienced destruction, fear, loss and disruption, but communities also organised emergency responses.	Analyse photographs of bomb damage, shelter life, firefighters, rescue teams and destroyed homes. Use maps to identify why ports, factories and transport centres were targeted. Investigate the work of air-raid wardens, firefighters, ambulance crews, nurses, rescue parties and volunteers. Compare official propaganda describing community spirit with personal accounts showing fear, exhaustion, inequality and anger. Reconstruct a chronological account of one night during the Blitz using timed source cards. Write a newspaper report that distinguishes between verifiable evidence and patriotic propaganda. Discuss whether the phrase “Blitz spirit” accurately represents everyone's experience.
Week 6	The Home Front – how did ordinary people protect Britain?	Rationing, farming, industrial work, volunteering, recycling and changing employment patterns supported the war effort. Women and civilians took on expanded responsibilities.	Investigate ration books, weekly food allowances, Dig for Victory campaigns, Make Do and Mend, salvage collections and women's wartime employment. Compare women's roles before and during the war, including work in factories, farming, transport, nursing and auxiliary services. Analyse propaganda posters to identify message, audience and intended behaviour. Plan a wartime family menu using ration allowances and explain the nutritional and practical challenges involved. Conduct a mock government meeting in which pupils allocate limited resources between

			food, fuel, military production and civilian needs. Complete the half-term enquiry by creating a Protectors case file showing how leadership, civil defence, technology and community action worked together.
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Summer 2 – LEGACY

Week	Learning Focus	Knowledge to be Secured	Detailed Example Learning Activities
Week 7	Persecution and the Holocaust	The Holocaust was the systematic persecution and murder of six million Jewish people by Nazi Germany and its collaborators. Other groups were also persecuted. Prejudice developed through propaganda, discriminatory laws, exclusion, deportation and mass murder.	Establish clear historical vocabulary including antisemitism, persecution, discrimination, genocide, rights and responsibility. Use an age-appropriate individual life story to follow one Jewish child or family before, during and after Nazi persecution. Construct a sequence showing how rights were gradually removed through laws, exclusion from schools and work, forced relocation and deportation. Analyse propaganda carefully to identify how language and imagery were used to dehumanise people, without reproducing harmful messages unnecessarily. Study examples of rescue, resistance and individuals who chose to help. Pupils create a rights ladder showing how the removal of one right made further persecution possible. End with reflective writing about the responsibilities of individuals and communities when injustice occurs.
Week 8	Resistance, service and sacrifice across the world	Britain's war effort depended on people from across the British Empire and Commonwealth. Individuals served in military, medical, industrial and resistance roles, although their contributions were not always equally recognised.	Investigate case studies of service personnel and civilians from Britain, the Caribbean, Africa, India, Canada, Australia, New Zealand and occupied Europe. Include women's services, merchant seamen, codebreakers, resistance members and colonial troops. Pupils examine photographs, service records, medals, letters and oral histories to identify contribution and experience. Create a large evidence wall organised by role rather than nationality, showing the global nature of the conflict. Compare public commemoration with evidence of contributions that have historically been overlooked. Pupils prepare and deliver a short nomination speech arguing for one person or group to receive greater recognition.
Week 9	How did the war end?	The war in Europe ended in May 1945, but the war against Japan continued until August. Victory brought celebration alongside grief, displacement, shortages and destruction.	Build a dual timeline showing the end of the war in Europe and Asia. Analyse photographs and news reports from VE Day, VJ Day and returning service personnel. Compare celebratory sources with accounts from bereaved families, displaced people, former prisoners of war and those returning to damaged homes. Explore why rationing and restrictions continued after 1945. Pupils sort consequences into immediate, short-term and long-term categories. Write two contrasting newspaper front pages: one focused on celebration and one focused on the challenges that remained. Conclude by evaluating whether "victory" meant the same thing for everyone.
Week 10	How did the war change Britain?	The war accelerated social change. Post-war governments introduced reforms including the NHS, expanded welfare provision, new housing and educational change. Women's experiences and public expectations also shifted, though inequalities remained.	Begin with wartime evidence showing shared sacrifice and public expectations for post-war reconstruction. Investigate the Beveridge Report's five "giants" and connect these to post-war reforms. Examine evidence relating to the establishment of the NHS, council housing, social security and education. Compare life before and after the reforms through fictional household budgets, photographs and testimony. Explore continuities as well as changes, including ongoing poverty, gender inequality and racial discrimination. Hold a structured parliamentary debate on priorities for rebuilding Britain with limited resources. Pupils complete a change-and-continuity table and reach a balanced judgement.
Week 11	How did the war reshape the world?	The Second World War influenced the creation of the United Nations, the Universal Declaration of Human Rights, changing global power, decolonisation and new migration patterns.	Investigate why world leaders sought new systems for international cooperation after 1945. Study selected articles from the Universal Declaration of Human Rights and connect them to wartime experiences. Map changes in global power and begin exploring how the war weakened European empires and encouraged independence movements. Examine migration to Britain from former colonies and the Commonwealth, including the contribution of post-war migrants to reconstruction and public services. Pupils create a cause-and-consequence web linking wartime destruction, human rights, international organisations, decolonisation and migration. Conduct a United Nations simulation in which groups propose principles intended to prevent future conflict and protect civilians.
Week 12	Remembrance, interpretation and final LEGACY showcase	Remembrance changes over time and can include different groups, experiences and interpretations. Memorials reveal what societies choose to remember and sometimes what they overlook.	Analyse a range of memorials, commemorative symbols, museum displays and oral histories. Identify whose experiences are represented and whose may be missing. Compare national remembrance with local and family memories. Pupils evaluate the usefulness and limitations of memorials as historical sources. Return to the project's evidence wall and identify how their understanding has developed. Complete an independent response to the project question: How did Britain protect its people during the Second World War, and what legacy did the war leave behind? Curate the Britain at War Living History Museum , including a causes gallery, civil defence exhibit, evacuation accounts, Battle of Britain explanation, Home Front evidence, global contributions, Holocaust remembrance, post-war reconstruction and human-rights legacy. Each pupil prepares a curator's statement explaining why their chosen evidence matters.

Reflection Questions	Purpose
What have we learned about Britain during the Second World War?	Pupils summarise the key historical knowledge and vocabulary gained throughout the project, explaining how the war affected soldiers, civilians, children and communities both in Britain and across the world.
How has our thinking changed about war and the people who lived through it?	Pupils reflect on how historical sources, eyewitness accounts, artefacts and different interpretations have developed their understanding of the realities of conflict, sacrifice, resilience and courage.
What can we learn from the choices people made during the war?	Pupils evaluate the moral dilemmas, acts of leadership, bravery and cooperation shown by individuals and communities, recognising how decisions made during times of conflict can shape history.
How does Britain's wartime legacy continue to influence Greatstone, our country and the wider world today?	Pupils make connections between the legacy of the Second World War, remembrance, democracy, freedom and community resilience, including the role of Kent as the 'Frontline County' and the importance of remembering those who served.

Teacher Notes

Misconceptions:	Not everyone experienced the war in the same way; the Battle of Britain was one part of a global conflict; remembrance is about learning as well as honouring.
Adaptive Teaching:	Handle sensitive topics with care, using age-appropriate sources and opportunities for reflection.
Assessment:	Historical writing, source analysis, debates, exhibitions and presentations.
Enrichment:	RAF Manston Museum, Battle of Britain Memorial, Dover Castle, Ashford Museum education visit, local veterans' organisations and remembrance services. Loans Boxes Maidstone Museum - WW2 Evacuee

Assessment, Progression and End Points for Projects

Assessment Principles - At Greatstone Primary, assessment is continuous, formative and purposeful. It is used to identify misconceptions, celebrate success and inform future teaching. Pupils are assessed against the agreed end points for knowledge, disciplinary thinking and historical skills rather than solely against completed tasks.

End Points by Project

Project	Knowledge End Point	Historical Skills End Point	Authentic Outcome
Invasion	Explain how invasion and settlement shaped Britain.	Use chronology, evidence and historical interpretation to justify conclusions.	Greatstone Museum of Invasion
Ancient Civilisations	Compare early civilisations and explain their lasting achievements.	Compare societies using archaeological evidence.	Ancient Civilisations Museum
Through the Ages	Explain how life changed between the Stone, Bronze and Iron Ages.	Interpret archaeological evidence and explain continuity and change.	Prehistoric Survival Experience
Emperors and Empires	Explain how Roman rule transformed Britain.	Evaluate historical significance using evidence.	Roman Britain Living Museum
Maafa	Explain the causes, impact and legacy of the transatlantic slave trade.	Analyse different historical interpretations with sensitivity and evidence.	Voices of Freedom Exhibition
Britain at War	Explain how conflict changed Britain and why remembrance matters.	Construct balanced historical arguments using reliable evidence.	Greatstone Remembers

Expected Evidence - Teachers should collect a range of evidence throughout each project rather than relying on one final assessment.

Evidence Type	Examples
Retrieval Practice	Low-stakes quizzes, flashbacks, vocabulary retrieval, chronology activities
Discussion	Partner talk, debates, historical enquiry, questioning
Written Outcomes	Historical explanations, balanced arguments, diary writing, reports
Practical Learning	Models, maps, archaeological investigations, Beach School activities
Source Analysis	Annotated photographs, artefacts, written interpretations
Vocabulary	Accurate use of historical language in speaking and writing
Showcase	Museum exhibits, presentations, performances, exhibitions
Teacher Assessment	Observation, conferencing and pupil responses during lessons

Prior Learning and Next Learning

Project	Pupils should already know...	Pupils will be ready to...
Invasion	KS1 chronology, significant people, simple historical sources.	Compare civilisations and investigate historical evidence in Year 4.
Ancient Civilisations	Settlement, invasion, chronology and historical enquiry.	Understand long-term change in prehistoric Britain.
Through the Ages	Ancient societies, innovation and archaeology.	Explore Roman conquest and technological advancement.
Emperors and Empires	Technological change and prehistoric Britain.	Understand empire, migration and justice through Maafa.
Maafa	Empire, leadership and historical significance.	Examine conflict, remembrance and historical legacy.
Britain at War	Entire KS2 chronology and disciplinary concepts.	Leave KS2 able to evaluate evidence, construct historical arguments and understand how the past influences the present.

Working Historically Progression - Teachers should ensure pupils increasingly demonstrate the ability to:

- ✓ Ask historically valid questions
- ✓ Place events accurately within chronology
- ✓ Use historical vocabulary confidently
- ✓ Analyse a range of historical sources
- ✓ Recognise that interpretations differ
- ✓ Explain cause and consequence

- ✓ Identify continuity and change
- ✓ Evaluate historical significance
- ✓ Construct evidence-based historical arguments
- ✓ Make meaningful links between the past and modern Britain

Disciplinary Thinking - By the end of Year 6, pupils should confidently answer questions such as:

✓	Assessment Questions
☐	Can pupils confidently answer the project Big Question?
☐	Can pupils explain the key historical knowledge using correct vocabulary?
☐	Can pupils place events accurately within chronology?
☐	Can pupils analyse historical evidence?
☐	Can pupils compare different interpretations?
☐	Can pupils explain causes and consequences?
☐	Can pupils identify change and continuity?
☐	Can pupils make meaningful links to modern Britain and Greatstone?
☐	Can pupils communicate their learning confidently through the showcase?

- How do we know?
- Can we trust this evidence?
- Why did this happen?
- What changed?
- What stayed the same?
- Whose perspective is missing?
- Why is this historically significant?
- How does this event still affect us today?

Assessment Checklist - Teachers should be able to answer **Yes** to the following by the end of each project.



THE GREATSTONE WAY - OUR HISTORICAL JOURNEY

Exploring the past, understanding today, shaping tomorrow



ROOTS

Where we come from



SURVIVORS

How we have endured



EXPLORERS

What will we discover?



INVENTORS

How will we create change?



PROTECTORS

How we care for our world



LEGACY

How we leave our mark



KEY EVENTS

PREHISTORY c.2,500,000 - 800BC	ANCIENT CIVILISATIONS c.3500BC - 146BC	ROMAN BRITAIN 27BC - 410AD	ANGLO-SAXONS & VIKINGS 410AD - 1066	MEDIEVAL BRITAIN 1066 - 1500	TUDORS 1509 - 1603	STUARTS 1603 - 1714	GEORGIANS & VICTORIANS 1714 - 1900	MODERN BRITAIN 1900 - PRESENT
 c.2,500,000 First humans in Britain c.8000BC Stonehenge built c.3500BC Skara Brae built	 c.3500BC Ancient Sumer c.3100BC Ancient Egypt c.2500BC Indus Valley civilisation c.800BC Ancient Greece 558C Julius Caesar arrives	 43AD Romans invade Britain 43AD Roman's Wall begins 122AD Hadrian's Wall begins 410AD Romans leave Britain	 449AD Anglo-Saxons arrive 793AD Vikings raid Lindisfarne 878AD Alfred the Great	 1066 Battle of Hastings 1215 Magna Carta signed 1348-1349 The Black Death	 1509 Henry VIII becomes King 1588 Spanish Armada	 1605 Gunpowder Plot 1666 The Great Fire of London	 1825 First railway 1837 Victoria becomes Queen 1870 First school act	 1912 Titanic sinks 1914-1918 World War One 1939-1945 World War Two 1948 NHS founded 1969 Moon landing 2000 Millennium 2020s A new era

KEY PEOPLE



OUR HISTORY PROJECTS AND WHEN WE LEARN THEM

	CHILDHOOD (Past and Present) YR 1	Victorian Childhood → 1950s Childhood → Parents → Grandparents → Today	Exploring childhood now and in the past.
	MOVERS & SHAKERS YR 2	Boudicca → William Caxton (Printing) → Christopher Columbus → Florence Nightingale → Isambard Kingdom Brunel → Mary Seacole → Rosa Parks → Neil Armstrong → Tim Berners-Lee	Significant people who have shaped the world.
	SCHOOL DAYS: THEN AND NOW YR 2	Victorian Schools → WW2 School → 1960s Classroom → Modern Classroom	Comparing schools through time.
	ANCIENT CIVILISATIONS YR 4	Ancient Sumer c.3500BC → Ancient Egypt c.3100BC → Indus Valley c.2500BC - 1700BC → Ancient Greece c.800 - 146BC	Discovering the great civilisations of the ancient world.
	EMPERORS AND EMPIRES (ROMAN EMPIRE) YR 4	Roman Republic c.509 - 27BC → Roman Empire 27BC - 117AD → Hadrian's Wall 122AD → Roman Britain → Fall of Rome 410AD	Exploring the power and legacy of the Roman Empire.
	DYNAMIC DYNASTIES (ANCIENT CHINA) YR 3	Shang c.1600 - 1046BC → Zhou 1046 - 256BC → Qin 221 - 206BC → Han 206BC - 220AD → Tang 618 - 907AD → Song 960 - 1279AD → Ming 1368 - 1644AD → Qing 1644 - 1912AD	Exploring the rise and fall of ancient Chinese dynasties.
	INVASION YR 3	Romans Invade Britain 43AD → Anglo-Saxons Arrive 449AD → Vikings Invade & Settle 793AD onwards → Normans Invade Britain 1066	Invasion and settlement - how Britain has changed.
	THROUGH THE AGES YR 5	Stone Age → Bronze Age → Iron Age → Romans → Anglo-Saxons → Vikings → Normans → Medieval Britain → Tudor Britain → Stuart Britain → Georgian Britain → Victorian Britain → Modern Britain	A journey through British history from the earliest times to the present.
	BRITAIN AT WAR YR 6	World War One 1914 - 1918 → Interwar Britain 1919 - 1939 → World War Two 1939 - 1945 → The Blitz → Evacuation → Home Front	Key events in Britain's wartime history.
	MAAFA: LEGACY AND CONTINUITY YR 1 & 6	Transatlantic Slave Trade c.1600s - 1800s → Resistance and Rebellion → Abolition of Slavery 1807 → Windrush Generation 1948 → Civil Rights Movement 1950s - 60s → Black History in Britain Today → Building a Fairer Future Together	Memories, traditions and leaving our mark - learning from the past to build a better future.



By learning about the past, we understand who we are, where we come from and how we can build a better future together.

