WHITMORE
PRIMARY SCHOOL AND NURSERY

History Overview 2026 – 27

		EYFS Framework Areas			
		Communication and Language	**Understanding the World (People, Culture and Communities)**	**Understanding the World (Forces and Magnets)**	**Understanding the World (Past and Present)**
EYFS	**N**	*I enjoy listening to stories and remember what happens* *I can use a wider range of vocab/understand a 2-part instruction* *I am able to tell a long story* *I am beginning to use longer sentences of 4-6 words* *I can use a sentence of 4-6 words* *I can use 'because' and 'and'* *I can answer simple 'why' questions using past and future tenses*	*I can explore my own life stories* *I am developing positive attitudes to other cultures through Diwali, Christmas, Chinese New Year, etc. and listening to stories, puppets, small world*	*I can explore the changes in materials – melting/cooking* *I can explore floating/sinking /shadows* *I can learn new vocabulary to use to explain what I am observing* *I can explore how things work wind-up toys, pulleys, cogs, etc*	*I know that before 'now' there was 'the past'* *I know that life could be different in the past* *I can engage with stories set in the past* *I can say how life in the past is different to now*

	Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Topic links	**Begin to make sense of their own life story** *I enjoy listening to stories and remember what happens* *I can use a wider range of vocab/understand a 2-part instruction* *I am able to tell a long story* *I am beginning to use longer sentences of 4-6 words* *I can use a sentence of 4-6 words* *I can use 'because' and 'and'* *I can answer simple 'why' questions using past and future tenses* *I can explore my own life stories* *I can engage with stories set in the past* *I can say how life in the past is different to now*		**Talks about changes in melting, heating and cooling materials** *I can explore the changes in materials – melting/cooking* *I can explore floating/sinking /shadows* *I can learn new vocabulary to use to explain what I am observing* *I know that before 'now' there was 'the past'* *I know that life could be different in the past*	**Explores how things work and forces they can feel** *I can explore how things work wind-up toys, pulleys, cogs, etc* *I can use a sentence of 4-6 words* *I can use 'because' and 'and'* *I can answer simple 'why' questions using past and future tenses*	**Know there are different countries and begin to talk about the differences** *I am developing positive attitudes to other cultures through Diwali, Christmas, Chinese New Year, etc. and listening to stories, puppets, small world*	
	Nursery substantive concept links	**Class** *What different types of family are there?* *How is your experience different to others?* Note: do not talk about children's different socio-economic circumstances, just the fact that their experiences are different from each other.		**Trade** *How can sharing resources help us?* *How can swapping resources help us?*	**Trade** *How can sharing resources help us?* *How can swapping resources help us?*	**Civilisation** *What other countries are there in the world?* *How is life different there?* **Migration** *Do you know anyone who was born in another country?*	
	Links to future learning	Using the language of past, present and comparison Sequencing events to make timelines		Using the language of cause and effect, continuity and change Using language to help them order events Sequencing events to make timelines Understanding how sharing resources can help everyone	Using the language of cause and effect Understanding how sharing resources can help everyone Using language to sequence events	Use the language of comparison, gain an understanding of the world beyond Basildon Understand that different countries may have different ways of doing things	
	Notes for teachers	In EYFS, many of the skills and objectives from Understanding the World lead into the disciplinary and substantive knowledge that the children need to become successful historians. Whilst some of their topics are not directly related to history, they help the children develop basic chronological frameworks, the language of comparison, and their understanding of the wider world beyond Basildon.					

		EYFS Framework Areas					
EYFS		**Communication and Language**	**Understanding the World (The Natural World)**		**Understanding the World (People, Culture and Communities)**	**Understanding the World (Past and Present)**	
	R	*I can engage with stories* *I can start a conversation* *I can learn new vocabulary* *I can show active listening* *I can engage with non-fiction books* *I can describe an event* *I can use new vocabulary and ask relevant questions* *I can connect ideas using connectives* *I can hold a back-and-forth conversation and explain why things happen*	*I know there are other countries in the world – non-fiction books, globes, maps, google* *I can talk about similarities and differences between my life and life in other countries*		*I can learn about people in the past – bonfire night, Xmas story, Homes in the past, etc.*	*I can talk about the lives of the people around me and their roles in society* *I can describe some similarities and differences between things in the past and now* *I can understand the past through settings, characters and events encountered in class*	
	Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Topic links	**Talking about their own family and investigating the environment** *I can engage with stories* *I can start a conversation* *I can learn new vocabulary* *I can show active listening* *I can engage with non-fiction books* *I can describe an event*	**Talking about figures from the past** *I can use new vocabulary and ask relevant questions* *I can connect ideas using connectives* *I can engage with stories* *I can show active listening* *I can engage with non-fiction books* *I can learn about people in the past – bonfire night, Xmas story, Homes in the past, etc.* *I can talk about the lives of the people around me and their roles in society* *I can describe some similarities and differences between things in the past and now* *I can understand the past through settings, characters and events encountered in class*	**Explore the world around them** *I know there are other countries in the world – non-fiction books, globes, maps, google* *I can talk about similarities and differences between my life and life in other countries*	**Recognise different environments** *I can hold a back-and-forth conversation and explain why things happen* *I know there are other countries in the world – non-fiction books, globes, maps, google* *I can talk about similarities and differences between my life and life in other countries*		
	Reception substantive concept links	**Class** *How is your experience different to others? How are our families similar? How are they different?* Note: do not talk about children's different socio-economic circumstances, just the fact that their experiences are different from each other. **Power** *Who lives in Buckingham Palace? Why do they live there? What is their family like?*	**Power** *What is a king or queen?* *Who is/was in charge of our country?*	**Power** *Who is in charge of our country? Who is in charge of other countries?* **Civilisation** *How is our country different to others?* **Migration** *Have people come from other places to live here? How might our lives change?* Note: do not single out individual children, this can also be linked to Year 1 transition.	**Civilisation** *How and why are some places different to others?*		
	Links to future learning	Develop language of cause and effect Use the language of comparison	Develop chronological framework Understand that events in the past have had an effect on today Use the language of past and present, continuity and change	Improve knowledge of the wider world to give children a context for future learning Use the language of comparison	Use the language of continuity and change, different tenses and cause and effect		
	Notes for teachers	In EYFS, many of the skills and objectives from Understanding the World lead into the disciplinary and substantive knowledge that the children need to become successful historians. Whilst some of their topics are not directly related to history, they help the children develop basic chronological frameworks, the language of comparison, and their understanding of the wider world beyond Basildon.					

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
[redacted]		**Changes in Living Memory** **How do our favourite toys and games compare with those of my parents and grandparents?** *I can recognise the difference between the present and the past* *I can use common words and phrases, or answer simple questions, to order events* *I can talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of X'* *I can say how toys have changed over time* *I can say how toys have stayed the same over time* *I can say why historians divide up time*			**<u>Events Beyond Living Memory</u>** **<u>What were homes like in the past?</u>** *I can make simple historical comparisons* *I can look at books, internet sites, artefacts and other sources that are given to me* *I can explain how people can find out about the past* *I can say how homes from the past are similar and different to my home* *I can describe how settlements have changed and stayed the same over time* *I can look at pictures of buildings and make a timeline*	**Comparing Significant Individuals** **What does it take to be a great explorer?** *I can ask and answer simple questions about what I have heard* *I can explain the difference between fiction and non-fiction* *I can retell parts of stories to show I understand historical events* *I can say what is the same and what is different about people from the past* *I know the names of some famous explorers* *I can explain where people have been when they are exploring*
Substantive concept links		**Class** *Why do some people have more toys than others?* **Trade** *Where are toys made? Have toys always been made in faraway places?*			**Class** *Does everyone live in the same type of home?* **Power** *What type of home would a person with more power choose to live in? Why?*	**Migration** *Why do people go from one place to another? Why do people want to explore?* **Trade** *Why were they going to these places? What did they want to do?* **Empire** *Some people wanted to take over new lands. Was this the right thing to do?*
Notes for teachers		This topic starts with ordering a selection of toys from the whole course of human history			This topic helps children to develop a chronological framework and look at changes and trends over time. Children will look at homes from many periods of human history and compare them	This topic helps children to compare different people from different periods of history
Links to prior learning		Links to personal lives and that of their families Use appropriate tenses when speaking and writing Builds on talking about the past in EYFS			Further develops chronological framework Builds on talking about different countries from EYFS	Links to geography – locational knowledge Know that life was different in the past and will be different in the future Use different tenses when speaking and writing
Links to future learning		Links to development of a chronological framework in KS2			Adding to chronological framework Homes are from periods that will be studied in KS2	Further developing a chronological framework and putting people and events into it Skills of comparing different people and periods

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	**Comparing Significant Individuals** **Who is the greatest history maker?** *I can explain how people in different parts of history are the same and different* *I can explain how events from history are the same and different* *I can say what century or events happened in* *I can say what it means to make history* *I can say why I think some historical people were important* *I can think of some ways people might make history in future*		**Events Beyond Living Memory** **Why was Charles sent to prison?** *I can voluntarily ask questions about what I have read and heard* *I can start to choose sources I use to find out about the past* *I can choose and use parts of stories I know to show I understand the key features of events* *I can say how people communicated in the past* *I can say how WW1 affected children* *I can say how WW1 affected animals*		**<u>Local History</u>** **<u>Story of Basildon – Plotlands</u>** *I can say how ways of life in different parts of history are the same and different* *I can order events and explain my thinking* *I can describe connections over time* *I can describe what life on the Plotlands was like* *I can compare maps of Basildon and say how they are the same and different* *I can say why the New Town was built*	
Substantive concept links	**Civilisation** *Were the places that these people lived all the same, or were they different?* **Class** *Were these people all rich? All poor? How did their class affect their lives?* **Power** *Which of these people had lots of power? Does that make them more significant?*		**Power** *Should governments have the power to be able to send people to prison? Was it right for Charles to be sent to prison?* **Class** *Do you think that rich children or poor children were affected more by the war and rationing?* **Empire** *Why did soldiers for other countries fight for Britain?*		**Migration** *Why did people move from London to the Plotlands, and then to the New Town?* **Class** *What type of people do you think moved to Basildon? Was it different classes of people, or were they all similar?* **Trade** *Why did the farms go bust? Was trade a good or bad thing in this instance?*	
Notes for teachers	This topic looks at a wide variety of people from different periods and backgrounds and the children have to make comparisons		This unit focuses on WW1 and the effect it had on British society		This local history unit teaches children to make comparisons between life in Britain at different points in the 20th Century using pictures and artefacts	
Links to prior learning	Further develops chronological framework started in Yr 1 Using the language of comparison to compare the lives of people		Geography – locational knowledge Builds on knowledge of sources and artefacts and how historians use these Links to Remembrance		Links to geography – land use and maps of local area Links to the understanding that life was different in the past and will be different in the future Understand that history can affect 'ordinary' people	
Links to future learning	Chronological framework to be developed in KS2		Links to 20th History in UKS2 – content Adding to chronological framework		Links to Year 6 – content Links to geography – land use	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	**Stone Age** **How did the lives of Ancient Britons change during the stone age?** *I am starting to realise that there are sometimes different versions of what has happened* *I can explain how the past can be interpreted to inform opinions* *I can share my ideas about historical changes, including causes and effects* *I can explain how life changed throughout the Stone Age* *I can disprove some common misconceptions about the Stone Age* *I can explain how archaeologists have built a picture of the past*		**Bronze Age** **What is the secret of the standing stones?** *I can start to frame questions and answers in historically valid ways* *I can describe connections over time* *I can spot connections across and within periods I am learning about and ones I have learnt about before* *I know why and how and when the Stone Age came to an end in Britain* *I can make links between the behaviour of ancient peoples and modern society* *I can suggest reasons why Bronze Age Britons built monuments*		**<u>Ancient Egypt (inc. an overview of when and where the first civilisations appeared)</u>** **<u>Why did the Egyptians build pyramids?</u>** *I can explain the difference between primary and secondary sources* *I can choose the sources I need to answer my questions* *I can start to identify themes within topics* *I can describe some key features of Ancient Egyptian society* *I can explain how and why the Ancient Egyptians built pyramids and other monuments* *I know when and where the key ancient civilisations were*	
Substantive concept links	**Trade** *How did different groups interact with each other? What evidence do we have for this?* **Civilisation** *Did everywhere discover farming at the same time? How did these ideas spread?* **Migration** *Why were some Stone Age people nomadic? Do nomads still exist today?*		**Power** *What do the objects in graves tell us about what was important to Bronze Age people?* **Class** *Do you think everyone had such fine objects or burial monuments? Why or why not?* **Civilisation** *How was Bronze Age life different to life in the Stone Age?*		**Civilisation** *Why did Ancient Egyptian civilisation last as long as it did?* **Empire** *How did Ancient Egyptian civilisation end? Was this the only time they were conquered? Why do you think the ancient civilisations you have found out about happened in these places?* **Power** *Who held the most power in this civilisation? Did anyone else have power?* **Class** *What different groups of people were there in Ancient Egypt? Could people move between groups?*	
Notes for teachers	Children should understand that the Stone Age actually makes up most of the time that humans have been on the earth Children need to understand the difference between 'history' and 'prehistory' Children need to understand that life at the end of the Stone Age was different to life at the beginning of it Children need to have a simple understanding of the three different periods of the Stone Age **Oak Academy Stone Age Britain unit will be useful to help you cover the Super 6**		Connections across periods can be children making comparisons between life in the Stone Age and Bronze Age Children should be aware that these changes happened gradually as the knowledge of bronze working spread Historically valid questions are about change, cause, similarity and difference, and significance. In this topic, children might ask how the arrival of bronze working technology changed life in Britain, or how life in Bronze Age Britain was different and similar to life in the Stone Age. Children could also speculate as to the significance of key archaeological finds **Oak Academy Bronze and Iron Age unit lessons 1 and 2 will help you teach the key points in this unit**		This topic starts with the children locating key ancient civilisations (Mesopotamia, Indus Valley, Shang Dynasty and Ancient Egypt) both geographically and chronologically 'Themes within topics' could be children noticing common features between the ancient civilisations (linking to geography as well); it could also be how many features of Egyptian society lasted for thousands of years and how unusual that is (compare to rates of change in Western society) **Oak Academy Sumer unit lessons 3, 4, 5 and 6 will help you teach objective 6** **Oak Academy Ancient Egypt unit will help you teach the remaining objectives**	
Links to prior learning	Adds to chronological framework developed in KS1		Looks at changes from Neolithic period to the Bronze age		Geography – location of countries and continents Compare life in Egypt to life in Britain at the time Links to learning about monuments in Bronze Age study	
Links to future learning	Understand how life can change in a period – when studying a period, it is not homogenous Understanding that historians do not have a full understanding of what happened in the past		Understand how life can change in a period – when studying a period, it is not homogenous Compare Bronze Age Britain to other ancient civilisations		Links to Ancient Greeks and Romans – Egypt conquered by both these civilisations	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	**Ancient Greeks** **The story of the Trojan Horse: historical fact, legend, or classical myth?** *I can ask and answer historically valid questions* *I can comment on cause and effect* *I can start to critique other people's opinions about the past* *I can explain the different ways historians use to learn about the Ancient Greeks* *I can explain if I believe in the story of the Trojan Horse and give reasons for my answers* *I can describe some key ways in which the Ancient Greeks have influenced Western civilisation*	**Iron Age** **How do artefacts help us understand the lives of people in Iron Age Britain?** *I can spot connections, contrasts and trends over time, and also across places and cultures* *I can comment on continuity and change* *I can identify themes within and between topics* *I can describe what daily life was like in Iron Age Britain* *I can explain how life in Britain was similar and different to life in earlier periods* *I can examine artefacts and speculate about their purposes*			**Romans in Britain** **How did the arrival of the Romans change Britain?** *I can select and use sources to form my own opinions about the past* *I can start to explain the usefulness and reliability of different sources* *I know that historical 'facts' can change depending on the source, and I can explain possible reasons for this* *I can explain why the Romans wanted to conquer Britain* *I can explain why we cannot be sure about all the facts of Boudicca's rebellion* *I can describe how life in Britain changed when the Romans were in charge*	
Substantive concept links	**Trade** *Was warfare the only way the Greeks interacted with other civilisations?* **Civilisation** *What is a city state? Why were all the Greek city states so different? How has Greek civilisation influenced ours?* **Class** *What were slaves? How were they treated? Was it possible to stop being a slave?*	**Trade** *How did groups of Celts interact with each other? How did they interact with non-Celts?* **Class** *Did every Celt have fine artefacts? Why or why not?* **Civilisation** *How were Celtic tribes similar or different to what had come before in Britain?*			**Empire** *What did it mean for the people who lived in Britain to become part of the Roman Empire?* **Power** *Who held the power in Britain before the Romans? Who held the power when the Romans were in charge?* **Class** *How did life change for ordinary Britons when the Romans took over?* **Trade** *How did trade change life in Britain during Roman times?* **Migration** *How did soldiers from Africa end up in Roman Britain?* **Civilisation** *How did the Ancient Greeks influence Roman society?*	
Notes for teachers	This unit starts with an analysis of the story of the Trojan Horse, focused on the reliability of sources, before moving onto a broader study of the legacy of Ancient Greece Historically valid questions are about change, cause, similarity and difference, and significance. In this topic, children might ask how our democracy is similar or different to that of Ancient Greece. They could speculate as to why the Ancient Greek city states were so different from each other, and this this to their knowledge of geography and transport. The geography of Greece could be used as an example of cause and effect (cause-geography, effect-sea farers, traders, city states, etc.) **There are two Ancient Greek units on Oak Academy that will be useful (What do we know? and Legacy units; the one about Alexander the Great will be less useful)**	Children might compare life in Iron Age Britain with other civilisations at the time (Greece, Romans) Children could look at trends from Stone, to Bronze, to Iron Age Britain and how life was similar and different in these times (continuity and change) Children could contrast life in Greece at this time to life in Britain **Oak Academy Bronze and Iron Age unit lessons 3, 4, 5 and 6 will be useful and help to make links to prior learning** **Oak Academy What do we know about the Iron Age unit will also be useful**			This unit starts with a study of Boudicca's rebellion and analysis of different sources, before moving onto a comparison of life in pre-Roman and Roman Britain Children can look at the reliability of different sources and why certain ones might be biased Children can think about the purposes of different accounts, who write them and why Children may relate this to 'fake news' in the modern world **The Oak Academy unit about the impact of the Romans on Britain will be useful when teaching these objectives**	
Links to prior learning	Links to geography of Europe and how physical geography can affect societies	Builds on studies of artefacts and sources and how historians use these to build a picture of the past Parallel history to Ancient Egypt and Ancient Greeks – children can compare life in these civilisations to that in Britain			Links to Ancient Greeks – end of Hellenic Period was when Greece conquered by Romans Links to Ancient Egypt – Romans conquered Egypt	
Links to future learning	Parallel history to subsequent Iron Age unit Gives pupils knowledge of etymology (spelling)	Directly leads into Romans in Britain unit			Shows what happened before the Anglo-Saxon migrations	

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5		**Anglo-Saxons vs Scots** **Who were the Anglo-Saxons and how do we know what was important to them?** *I can show a historical perspective by explaining short-term trends and contrasts* *I can show a historical perspective by explaining long-term trends and contrasts* *I can start to suggest reasons for connections over time and across places and cultures* *I can explain what happened in Britain after the Romans left* *I can explain how religion in Britain changed in Anglo-Saxon times* *I can explain why Sutton Hoo was an important discovery*	**Vikings in Britain** **What did the Vikings want and how did Alfred stop them getting it?** *I can select, organise and use information from more than one source to construct an informed response or opinion* *I can accurately summarise other people's opinions about the past* *I can identify if a source is a primary or secondary source* *I can explain why the Vikings wanted to come to Britain* *I can dispel some famous historical myths* *I can describe the key achievements of Alfred the Great*			**<u>Non-European Society Study (Benin)</u>** **<u>Why have people argued about the art of Benin?</u>** *I can ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions)* *I can explain the usefulness and reliability of different sources* *I can start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions* *I can describe some of the key beliefs and rituals of the Benin Kingdom* *I can discuss the significance of the Benin bronzes* *I can explain how and why the Benin Kingdom came to an end*
Substantive concept links		**Power** *Who held the most power in Anglo-Saxon society?* **Migration** *Why did the Anglo-Saxons come to Britain?* **Trade** *How did the Anglo-Saxons interact with other civilisations?* **Class** *What was the Feudal System?*	**Empire** *When the Vikings took over new land, was this an empire? Why or why not?* **Trade** *Did the Vikings just fight, or did they explore and trade as well? What did they trade?* **Migration** *Why did the Vikings leave Scandinavia?*			**Civilisation** *How does the Benin civilisation compare to European society at the time?* **Trade** *What objects were traded between the Benin people and other civilisations?* **Class** *How was Benin society organised? Is this similar to any other societies you have learnt about?* **Power** *How does the power of the Ogiso compare to other rulers you have learnt about?* **Empire** *Why did the Benin civilisation come to an end?*
Notes for teachers		Children can describe a short-term contrast by comparing Britain in Anglo-Saxon times to Roman Britain Children can describe long-term trends in Britain from the Stone Age to Anglo-Saxons (migration, settlement new technology, etc.) Children can start to suggest reasons for migration and compare these to the reasons people may migrate now (in another example of long-term trends and contrasts **Oak Academy units 16 and 17 will help you teach these objectives**	This unit ends with a piece of extended writing where the children describe the main achievements of Alfred the Great. This could be in the form of a balanced argument text, an explanation text, or another text type of the teacher's choice **Oak Academy units 18, 20 and 21 will help you teach these objectives**			Historically valid questions are about change, cause, similarity and difference, and significance. In this unit, children may question the significance of different sources and pieces of artwork Children may look at contemporary descriptions of Benin by Europeans and compare that to what historians currently think, and discuss why Benin has been portrayed in different ways Children can compare Benin to other civilisations they have learnt about **Use Oak Academy unit 22 to teach these objectives**
Links to prior learning		Develops chronological understanding – what happened after the Romans left	Builds on knowledge of Anglo-Saxons Links to Benin (parallel history)			Links to art (sculpture)
Links to future learning		Will help understand what Britain was like before the Vikings invaded	Links to English (Viking Voyagers book)			Parallel to Vikings – Benin civilisation is parallel Links to British Empire – end of the Benin Kingdom

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	**Local Area Study** **British Empire** **Why did Britain once rule the largest empire the world has ever seen?** *I can establish clear narratives with and across periods, and at local, national and world level* *I can compare and contrast places, people and cultures* *I can thoughtfully select, organise and use relevant information from a range of sources to inform my responses* *I can explain why Britain wanted a large Empire* *I can explain how the history of Empire had an impact on life in Britain in the 20th Century* *I can explain why the Windrush was important to Essex*				**Post-1066 Study** **Why was winning the Battle of Britain in 1940 so important?** *I can thoughtfully select, organise and use relevant information from a range of sources to justify my opinions* *I can start to use and choose different levels of precision when dating events, and start to explain why that is important* *I can regularly ask and answer perceptive questions in historically valid ways* *I can explain the dangers faced by Britain in early 1940* *I can explain why Britain was able to win the Battle of Britain* *I can explain how people from all over the world worked together to defeat fascism*	
Substantive concept links	**Trade** *What did the British want when they took over other countries?* **Empire** *How did ruling an Empire help Britain? Did it do the same for the people in the colonies?* **Migration** *Why did people move to Britain from the colonies after WW2? Was this migration welcomed?* **Class** *Even though everyone was a citizen of the British Empire, were they all treated the same? How is this similar or different to the Roman Empire?* **Civilisation** *Why did the British see themselves as superior to other countries? Have you studied any other civilisations that have thought themselves superior to others?*				**Power** *Who held the power in Nazi Germany? Who held the power in Britain? How were these systems different?* **Power** *How did the military strengths of the countries compare?* **Migration** *Is evacuation a form of migration? Do you think these people should have had a choice?* **Civilisation** *Do you think Nazi Germany and the British Empire could have peacefully coexisted?* **Trade** *How did people from other countries help Britain in the Battle of Britain?*	
Notes for teachers	Children are able to give a clear narrative about how the British Empire started, grew, and declined – this could be through a timeline of key events Children are able to compare what life was like for a Windrush immigrant to life in Britain now Children are able to explain how the Empire changed Britain in the 20th Century **Oak Academy Unit 24 Lesson 3 will help with this unit**				Historically valid questions are about change, cause, similarity and difference, and significance Children may ask about the significance of different events, technology or decisions that led to Britain's victory (or Germany's loss) in the Battle of Britain Children may learn about some of the people in the RAF who were not born in Britain and find out about the roles they played in the Battle of Britain and why they chose to come here **This topic ends with a piece of extended writing where the children need to answer a key question about the Battle of Britain (e.g. What was the most important factor in Britain's victory?) This could be an explanation text, a balanced argument text, or another of the teacher's choice**	
Links to prior learning	Develops chronology built on in previous units Understand a theme through history Links to local History: Plotlands (KS1) Links to geography - local area				Further understand turning points and significant events in history Children use their skills with sources and analysis to draw their own conclusions Children present their historical findings in valid ways	
Links to future learning	Links to KS3 – British history Provides chronological framework for KS3 history – covers many post-1066 events, up to 20th century				Links to KS3 and 4 when children will study WW2 in more depth	