

St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

History Policy

POLICY: History
APPROVED BY: Headteacher
APPROVED DATE: November 2024
REVIEW DATE: November 2026

This policy is non-statutory and recommended to be reviewed.

School Vision

As a Church of England school, we value and are ambitious for all children and are committed to providing a positive, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

*'I instruct you in the way of wisdom and lead you along straight paths'
(Proverbs 4:1)*

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1. Intent -Why do we teach history?

At St Mary's, we intend for our history curriculum to promote children to work as historians while having opportunities to gain a coherent knowledge and understanding about the past and present within our locality, Britain and the wider world. We have designed a curriculum where children learn about the complexity of peoples' lives, the diversity of societies and the relationships between different groups of people in the past.

In our curriculum, our aim is to create well-rounded global citizens who:

- Can ask relevant questions about the past,
- Can investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Question why the world is the way it is and understand the mistakes that have been made in the past.
- Have a curiosity and help them to see that understanding the past will enable them to shape the future.
- Have an awareness of why people, events and developments have been accorded historical significance.
- Understand how and why different interpretations have been constructed about them.
- Can engage in historical enquiry.
- Are independent learners and as critical and reflective thinkers.

2. Rational – What will our children achieve?

With each successive year, children at St Mary's are increasingly become historians who have:

Learn

- A chronologically secure knowledge of British, local and world history.
- Use subject specific vocabulary to describe the above.

Grow

- Fluency in complex, historical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- An ability to use primary and secondary sources of information.

Achieve

- An ability to establish clear narratives within and across periods of history studied.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the past.

Flourish

- The ability to express well-balanced opinions, rooted in deep and broad knowledge as well as understanding about the past.

3.1 Implementation: What history do we teach at St Mary's?

The history curriculum has been created to explore big enquiry questions, linking the children's knowledge and learning across the curriculum and across the key stages. Embedded in our history curriculum, are our 'golden threads' for history.

The golden threads for history at St Mary's are:

- Worship & Belief
- Power & Monarchy
- Transport & Travel
- Empire & Trade
- Migration & Immigration

Year group	Topic 1	Topic 2	Topic 3
1	Who is part of my family tree?	Why has Windsor Castle changed over time?	Who was Queen Elizabeth II and how did she impact the Commonwealth countries?
2	How do our favourite toys and games compare with those of the recent past?	What happened to London during the fire of 1666?	Who is Isambard Kingdom Brunel and why is he significant?
3	What changed during the Stone Age?	What was the Bronze Age like in the Indus Valley?	What was Iron Age Britain like?
4	What do we know about Ancient Egyptian society?	Why did the Romans invade Britain?	How did the Romans change Britain?
5	Who were the Anglo-Saxons and why did they invade / settle in Britain?	What was life like during the Industrial revolution? (Victorian Britain)	How did life change for Indians during British rule?
6	What did the early Islamic Civilisation leave behind?	What was the impact of World War II on people of that time?	How significant was the Blitz?

Throughout their time at St Mary's, children learn through a range of enquiry-based questions linked to British, local and world history. These have been sequenced as part of a wider humanities map alongside geography.

Key: **British** / **local** / **world** / **Combined** (local/national/world)

For further details on which term these units are taught, please see the following link:

<https://st-marys-church-of-england.secure-primariesite.net/curriculum-individual-subject-overviews/>

3.2 Implementation: How do we enrich the history curriculum at St Mary's?

Throughout their time at St Mary's, pupils are provided with purposeful opportunities to enrich their learning in history This includes the following:

- Opportunities to visit museums and attend workshops linked to their topic of learning.
- Onsite workshops and curriculum themed events.
- Opportunities to take part in whole school events linked to our history golden threads -such as 'Migration & Immigration' or 'Power and Monarchy'
- Enrichment through careful choice of texts being used for English/Whole Class Reading/Guided Reading.

Year group	Enrichment: trips and workshops for history		
1	Why has Windsor Castle changed over time? Trip to Windsor Castle		
2	How do our favourite toys and games compare with those of the recent past? Toys-Eton College	What happened to London during the fire of 1666? Great Fire of London-Onsite Workshop	
3	What changed during the Stone Age? Stone Age-Butser Ancient Farm	What changed during the Stone Age? Stone Age-Onsite Workshop	
4	What do we know about Ancient Egyptian society? Ancient Egypt-British Museum	How did the Romans change Britain? Romans Onsite Workshop	
5	Who were the Anglo-Saxons and why did they invade / settle in Britain? Anglo Saxons-Butser Ancient Farm	What was life like during the Industrial revolution? (Victorian Britain) Victorians-Milestone Museum	
6	What was the impact of World War II on people of that time? Remembrance Day-Eton College	What was the impact of World War II on people of that time? WW2-Imperial War Museum	How significant was the Blitz? WW2 Onsite Workshop

3.3 Implementation: Curriculum mapping tool.

The National Curriculum objectives are split into overarching topics. A detailed progression map has been produced to support teachers to effectively plan and assess history. It sets out the learning in key, manageable chunks and details vocabulary that children must be exposed to. It breaks skills from the national curriculum down into each year group and shows how the golden threads are covered. Additionally, the progression map shares **how** the school's values are embedded within the teaching sequence.

Please see 'Appendix ii St Mary's history mapping tool structure' for further information on the mapping tool.

3.4 implementation: What is the progression at St Mary's like?

In history, children's substantive knowledge is organised into both our golden threads for history and the key disciplinary concepts for primary history.

Golden threads for history	Disciplinary concepts for primary history
<ul style="list-style-type: none">• Worship & Belief• Power & Monarchy• Transport & Travel• Empire & Trade• Migration & Immigration.	<ul style="list-style-type: none">• Change and continuity.• Cause and consequence.• Similarities and differences.• Historical significance.• Historical interpretations.• Sources of evidence.

The subject lead has mapped out the progressive knowledge for both the Golden threads for history and the disciplinary concepts for primary history within the school's history mapping tool. This means that as each year progresses, the children learn new information and revisit prior knowledge.

3.5 Implementation - Assessment

To support accurate assessment and retention of key knowledge, formative and summative assessments are incorporated into the teaching of history.

Flashback 4: Flashback 4 is used in history to support pupil's memorisation of the key subject (sticky) knowledge outlined in the history subject mapping tool. It supports pupils in their retention of prior knowledge during the start of the lesson. Where gaps have been identified, class teachers continue to design and incorporate question prompts in subsequent flashback 4s for the purpose of consolidation. The 4 questions are structured in the manner set out below:

Question number	Area of assessment
1	Sticky knowledge from the previous lesson
2	Sticky knowledge from the previous term
3	Sticky knowledge from the previous year
4	Vocabulary check

Appendix iii- structure of a history lesson – provides further guidance on the delivery of flashback 4s.

Vocabulary books: are used to support re-call of key vocabulary. Subject specific vocabulary for history is recorded with a short definition.

Summative assessment: Each unit of history learning has a summative assessment which is printed and placed inside the child's book. This assessment contains knowledge-based questions which forms part of the teacher assessment. The assessments are designed by the subject lead using the school's curriculum mapping tool and the National Curriculum Objectives for history.

3.6 Implementation: Subject leader

To support the successful implementation of the history curriculum, the subject lead undertakes the following:

- Provide appropriate CPD opportunities to support teaching staff's subject knowledge.
- Have a flexible approach to delivering in class CPD for teaching staff – including for teachers to come and observe the subject lead teach or for the subject lead to deliver/team teach within other year groups.
- Where needed, provide support for teaching staff to improve the school's overall history provision.
- Monitor teaching and learning to identify strengths and areas of development within year group teams.
- Provide class teachers with a set lesson structure to support pace.
- Liaise with relevant staff members to ensure year groups have timely access to the history resources needed.
- Raise the profile of history within the school and the wider community.
- Ensure that teaching and learning of history is aligned with the Walkthrus training program.
- Check planning saved on Teams to ensure that the policy is adhered to.

3.7 Implementation : class teacher

To support the successful implementation of the history curriculum, the class teachers undertakes the following:

- Watch CPD subject knowledge videos to ensure that his or her subject knowledge is correct.
- Use said CPD videos as part of their lesson delivery.
- **Read through and implement the directions given by St Mary's History mapping tool.** Ensuring that learning intentions, learning tasks and recording of work meets the expectations of the school's history mapping tool.
- Ensure any offsite activities have been planned for in advance, including liaising with other staff and parent volunteers to assist in supervision when such learning takes place offsite.
- For external/offsite learning, ensure that a risk assessment and trip arrangements form is completed and submitted to the relevant member of the senior management team.
- Mark children's recorded evidence of learning. Where practical work has been undertaken, ensure photographic evidence is recorded and placed into the child's humanities book.
- Provide children with targeted opportunities to build their knowledge of history through homework – for example in the Curriculum Project Bingo (please see the homework policy).
- Ensure both summative and formative assessment takes place for history in line with the policy.
- Implement the provision of the school's history curriculum in alignment with the Walkthrus.
- For consistency in delivery of history across the year group, ensure teaching slides are structured to match the 'the structure of history lesson' (appendix iii)

3.8 Implementation – links to other school policies.

This policy must be read in collaboration with the following policies:

- Learning and Teaching Policy
- Feedback Policy
- Assessment Policy
- Learning Environment and Working Walls Guidance.
- Homework Policy

4 Equal opportunities.

This policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation.

5 School website.

Further information on our history policy can be found in the link below:

<https://www.stmarys.slough.sch.uk/history/>

Appendix i – History & Geography Curriculum Overview

History Units
Geography Units

History & Geography Curriculum Overview

	autumn 1	autumn 2	spring 1	spring 2	summer 1	summer 2
EYFS Stage 1 ~ Nursery	All About Me	Celebrations	Home and Journeys	At the Farm	Parks and Gardens	By the River
EYFS Stage 2 ~ Reception	Me and My Family	Light and Dark Christmas (Nativity)	Winter Superheroes	Animals and their young	Healthy Eating/Shopping/Food	All at Sea
Year 1	Who is part of my family tree?	What is the UK weather like? (taught across the year at four points -one for each season)	Why has Windsor Castle changed over time?	What landmarks can you recognise from aerial photographs?	Who was Queen Elizabeth II and how did she impact the Commonwealth countries?	What are homes in hot climates like?
What is the UK weather like? (taught across the year at four points -one for each season)						
Year 2	What did Fred the Frog find out about the United Kingdom?	How do our favourite toys and games compare with those of the recent past?	What happened to London during the fire of 1666?	What is Yew Tree Road like?	Who is Isambard Kingdom Brunel and why is he significant?	How does Pakistan compare with the United Kingdom?
Year 3	What happens when a volcano erupts?	What changed during the Stone Age?	What was the Bronze Age like in the Indus Valley?	What do we know about our town centre?	What's so special about mountains?	What was Iron Age Britain like?
Year 4	What do we know about Ancient Egyptian society?	How does trade link me to the rest of the World?	How is plastic pollution harming our planet?	What makes London a major city of the world?	Why did the Romans invade Britain?	How did the Romans change Britain?
Year 5	Who were the Anglo-Saxons and why did they invade / settle in Britain?	Is water distributed fairly across the world?	How are animals and plants interdependent in biomes?	What is the route from Eton Playing Fields to Yew Tree Road?	What was life like during the Industrial revolution? (Victorian Britain)	How did life change for Indians during British rule?
Year 6	How do rivers move?	What did the early Islamic Civilisation leave behind?	What is the relationship between longitude with time and climate? (Americas)	What was the impact of World War II on people of that time?	How significant was the Blitz?	Why are the world's rainforests under threat? (Amazon)

Also available on the following webpage link below:

<https://www.stmarys.slough.sch.uk/curriculum-individual-subject-overviews/>

Appendix ii- St Mary's history mapping tool structure.

Year 4	Autumn 1	Summer 1
<u>Project / Big Question</u>	What do we know about Ancient Egyptian society?	When did the Romans invade and why?
Historical concept/skills chronological understanding continuity and change cause and consequence similarity and difference historical significance source and evidence historical interpretation	chronological understanding – chronologising the timeline of the Ancient Egyptian civilisation in relation to wider global context (e.g. existence of other river dependent societies like the Indus Valley and Sumer). continuity and change – understanding that both Ancient and Modern Egyptians are dependent on the Nile River. similarity and difference – making comparisons to Indus Valley Civilisation and Iron Age Britain) source and evidence – looking at a range of artefacts from the time period -including murals depicting life on the river Nile.	chronological understanding –understanding the chronology of the Roman Empire's existence and the invasions of the British Isles. cause and consequence – unpicking the economic reasons for why the Roman Empire wanted to invade Britain. similarity and difference – comparing systems of government between the Celts, Romans and Ancient Egyptians. historical significance - Greek and Roman historians, Roman emperors, Boudicca source and evidence historical interpretation -analysing historical records and unpicking these to understand the resources the Celts had.
Golden Thread Worship and belief Power and monarchy Empire and trade Migration and Immigration Transport & Travel	Worship and belief - influence of Nile river on Egyptian religion Power and monarchy – knowing that unlike the Indus Valley Civilisation and Iron Age Britain, the Ancient Egyptian society was highly centralised with the Pharaoh as it's leader. Transport & Travel Empire and trade – understanding that river Nile was central to for both trade and travel.	Power and monarchy -comparing systems of government between the Celts, Romans and previous civilisations studied in years 3 and 4 Empire and trade – understanding that Iron Britain was a resource rich area. - referring to knowledge taught in the Y4 geography unit on trade and commerce.

The first section of the mapping tool shows the key information on how the school's values are embedded into the unit of learning.

<p>Christian values The British Values Safeguarding themes Focused behaviour expectations</p>	<p>The British Values - rule of law – tolerance – treating other people's faith with tolerance and respect. Democracy – understanding that the Pharaoh was an unelected head of state which is a different system of government to what we have in the UK.</p>	<p>British Values -Democracy - understanding systems of government.</p>
<p>Rights Respecting Children's Rights</p>	<p>Article 12- I have a right to be listened to and taken seriously (lesson 5)</p>	<p>Article 39 – Children have the right to help if affected by war -what would the impact of the invasions have been on the children of the British Isles?</p>
<p>Sticky knowledge for assessment</p>	<ol style="list-style-type: none"> Understand that people have settled the Nile River flood plain since the Stone Age - that the desert area has always been sparsely populated (continuity) Know where the Ancient Egyptian Civilisation was located. Know the four geographic zones of Egypt - and know why they were important to the Ancient Egyptians. Know that the Ancient Egyptian civilisation lasted from the Stone Age Roman rule. Comparing systems of government between the Indus Civilisation, Celtic Iron Britain and Ancient Egypt (centralised rule and decentralised rule) 	<ol style="list-style-type: none"> Know that the Roman Empire began in the Bronze/Iron Age. Name some of the ancient civilisations that preceded/existed during the emergence of the Roman Empire. Names and order of the three emperors who led invasions into Britain – Ceaser, Caligula and Tiberius . Know that Britain was abundant in resources that Romans wanted. Explain why we are reliant on Greek and Roman historians for written accounts of the Ancient Britons. Give reasons why the Roman army was successful at subduing the Celtic tribes - make comparisons in equipment and fighting styles.
<p>Lesson 1</p>	<p>LI: To identify changes and continuities between ancient and modern Egypt. Atlas hunt – using the Collin's Junior Atlas ask people to find the location of the modern state of Egypt - use the official name of 'Arab Republic of Egypt'. Share a map of where the Ancient Egyptian civilisation was located – what's the same? What's different? Where do you think most people lived then and where do you think they live now? (adjacent to the river) why? Introduce the historical concept of 'change and continuity'. Task 1 -Ask pupils to circle statements/shade in statements that show things that have changed since ancient times in Egypt and things which have stayed the same. What they will find is that there is that the geography of the region has led to a lot of continuity. Task 2 – pupils to label the geographic features that influenced Ancient Egypt's growth and location.</p>	<p>LI: To know the chronological history of the Roman Empire. Visit the timeline in Holly Hall. When did it start? When did it end? Which time period of prehistory does it fall under? (Bronze/Iron/Stone Age) What other civilisations existed simultaneously to the Roman Empire? Main task: chronologise Roman history into a timeline Timeline must include the name of the three emperors who led invasions into Britain – Ceaser, Caligula and Tiberius</p>
<p>Lesson 2</p>	<p>LI: To know the four geographic zones of Ancient Egypt. In this session, pupils will learn about the four geographic zones of Ancient Egypt and why they were important to the development of the Ancient Egyptian Civilisation. Using images and BBC Bitesize video links for support, introduce the four zones – the Eastern Desert, The Western Desert, The Nile River and The Nile Delta. https://www.bbc.co.uk/teach/class-clips-video/articles/zkwmj5g https://www.youtube.com/watch?v=aEK6PT7K8OM Main task: using sentence stems, pupils to explain which zone they would prefer to live in and why. Challenge – HA pupils to refer to advantages and disadvantages of their zone of choice.</p>	<p>LI: To infer and deduce historical opinions. (resources of Britain) In this lesson, pupils will examine historical records of the British left by Greek and Roman historians of the period. Model to pupils – how to unpick the statement left by either Diodorus/ Tacitus/Strabo. Annotate information that these Greek/Roman historians left about the British – what does it tell us about them? Why it offer some clues as to why the Romans wanted to invade? (to get access to their resources). Main task – examine the statements left by Roman and Greek historians – what do they tell us about the Celts? Why do you think that the Romans may have wanted to control the Celts?</p>

After the values have been shared, the mapping tool then provides an overview of the teaching and learning tasks for each unit of learning.

Location of mapping tool:

Documents > General > 1. CURRICULUM > 1. St Mary's CURRICULUM > 1. NEW SCHEMES OF WORK > History

Name	Modified	Modified By	+ Add column
HISTORY	[Redacted]	[Redacted]	
2024-2025 History mapping tool.xlsx	[Redacted]	[Redacted]	

Appendix iii- structure of a history lesson

Slide	Suggested Timings	Lesson part	Rational /notes
1	5 min	Flashback 4 -last lesson -last term -last year -key vocabulary (no more than 3)	Recap on prior knowledge. Ensure key facts become 'sticky knowledge'. Support knowledge of subject specific vocabulary Mirror practice in other subjects (e.g. science)
2-3	10 min	Introduce concept. Dependent on lesson content – use short 2–3-minute video clips as a hook (e.g. BBC Bitesize Videos) Include opportunity to record new vocabulary in vocabulary books.	Provide background knowledge for pupils needed for learning task. <i>Consider incorporating nonfiction texts (history/geography/science) into your guided reading/whole class reading lessons – this will support with pre teaching/building up pupil's prior knowledge.</i>
4-5	10 min	Model learning task. Use the Walkthru training to model the learning task. I do/We do/You do. White boards must be used in the modelling process.	Supports embedding of wider school pedagogical practice in line with the Teaching and Learning policy. Consistency of practice across the cohort.
6	30 min	Learning task Key vocabulary/sentence stems for reasoning	Consistency of practice across the cohort.
7	5 min	Plenary Quiz-whiteboards.	Recap on prior knowledge. Ensure key facts become 'sticky knowledge'. Support knowledge of subject specific vocabulary

Appendix iv- supporting teaching videos and CPD.

CPD links for teachers: these must be watched prior to planning and teaching to support subject knowledge. Most of these links can be used selectively as part of in class teaching.

<p>Year 1</p> <p>Who is part of my family tree?</p> <p>Types of families https://www.bbc.co.uk/bitesize/articles/zbd78xs</p> <p>Types of communities https://www.bbc.co.uk/bitesize/topics/z478gwx/articles/zmqnxye</p> <p>Narrative link- Once There Were GIANTS https://www.youtube.com/watch?v=STwCfjVajys</p>
<p>Why has Windsor Castle changed over time?</p> <p>Castles (foundation stage) https://www.bbc.co.uk/bitesize/topics/z4wd7v4/articles/zstj2v4</p> <p>Structure of a castle https://www.bbc.co.uk/bitesize/articles/zq8t6g8</p> <p>Advantages and disadvantages of stone and wooden castles. https://www.bbc.co.uk/bitesize/topics/zqbsydm/articles/z6bpm39#zmjwmbk</p>
<p>Who was Queen Elizabeth II and how did she impact the Commonwealth countries?</p> <p>Queen Elizabeth II biography. https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/z3gcr2p</p> <p>Princess Elizabeth's first speech (during World War II) https://www.youtube.com/watch?v=89CJ_8lqDdA</p> <p>Queen Elizabeth's biography through photographs: https://www.bbc.co.uk/newsround/62840556</p> <p>State funeral of Queen Elizabeth II https://www.youtube.com/watch?v=SFblycHDuEM</p> <p>Queen Elizabeth's visit to Kenya https://www.youtube.com/watch?v=UZe_omSv8FE</p> <p>Other video clips. British public reaction to the announcement of Queen Elizabeth's death. https://www.youtube.com/watch?v=ViP5xRPbKuU</p> <p>Queen's funeral procession in Windsor https://www.youtube.com/shorts/a4SDEQqOLvM</p>

Year 2

How do our favourite toys and games compare with those of the recent past?

Toys from the recent past

<https://www.bbc.co.uk/bitesize/articles/zrjrnrd>

Toys from the recent past through the decades.

<https://www.bbc.co.uk/teach/class-clips-video/articles/zbs2h4j>

Toys and games which are still popular today

<https://www.bbc.co.uk/bitesize/articles/z8x7m39>

What happened to London during the fire of 1666?

The great fire of London – narrative sequence (videos 1, 2 and 3)

<https://www.bbc.co.uk/bitesize/articles/z4msn9q>

(above includes further resources and songs which can be used within teaching sequence)

The great fire of London -impact and other activities.

<https://www.bbc.co.uk/teach/class-clips-video/articles/zph4g7h>

Who is Isambard Kingdom Brunel and why is he significant?

Short video clips and reading on Isambard Kingdom Brunel

<https://www.bbc.co.uk/bitesize/articles/znj32sg>

Year 3

What changed during the Stone Age?

Videos on Stone Age Britain and Stone Age tools.

<https://www.bbc.co.uk/bitesize/articles/zfg9bqt#zyt6s82>

KS2 History: New Stone Age (animation)

<https://www.bbc.co.uk/teach/class-clips-video/articles/zjh2t39>

KS2 History : Middle Stone Age (animation)

<https://www.bbc.co.uk/teach/class-clips-video/articles/zvkg92p>

KS2 History Stone Age farming and homes

<https://www.bbc.co.uk/teach/class-clips-video/articles/z479wty>

KS2 History: What do ancient bones tell us about the Stone Age?

<https://www.bbc.co.uk/teach/class-clips-video/articles/zmfpg8>

KS2 History : Discovering Stone Age tools made of flint

<https://www.bbc.co.uk/teach/class-clips-video/articles/zitjmfr>

What was the Bronze Age like in the Indus Valley?

KS2 Who were the Indus people?

<https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/z9mpsbk>

KS2 What was everyday life like in the Indus Valley?

<https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/zghy34j#zhksf82>

KS2 What can we learn from Indus Valley artefacts?

<https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/zcsbr82#z79nsk7>

KS2 What happened to the Indus civilisation?

<https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/z8b987h#zk4pn9q>

Introducing Indus Valley | History - Lost Lands

<https://www.youtube.com/watch?v=JAXIqPQybYE>

What was Iron Age Britain like?

KS2 History Discovering iron in Iron Age Britain

<https://www.bbc.co.uk/teach/class-clips-video/articles/zn3hf4j>

KS2 History Iron Age forts and tribes

<https://www.bbc.co.uk/teach/class-clips-video/articles/zngnvk7>

KS2 What was life like in the Iron Age?

<https://www.bbc.co.uk/bitesize/articles/z8bkwmn#zkr6trd>

KS2 History Iron Age daily life

<https://www.bbc.co.uk/teach/class-clips-video/articles/zk79wty>

KS2 Who were the Celts?

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zqp2m39#zn4v3j6>

KS2 Maiden Castle: An Iron Age hill fort

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z7g98hv#zj64kty>

What do we know about Ancient Egyptian society?

KS2 An introduction to Ancient Egypt

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382>

KS2 What remains of Ancient Egypt?

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr7qy9q>

KS2 What happened to the ancient Egyptians?

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zf4cxcy#zf8mxbk>

KS2 What was life like for the ancient Egyptians?

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs>

KS2 Why was farming important to the ancient Egyptians?

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zkkywty>

KS2 Daily life in Ancient Egypt

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zqmyydm#zj6yvwx>

KS2 Who were the ancient Egyptian gods?

<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zhcnn9q>

Why did the Romans invade Britain?

KS2 History: Boudica and The Roman Invasion

<https://www.bbc.co.uk/teach/class-clips-video/articles/zmyhf4j>

KS2 How the Romans conquered Britain

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt>

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/zxv6pv4>

KS2 History: The Romans. 4: The Romans in Britain

<https://www.bbc.co.uk/teach/class-clips-video/articles/zyq39ty>

KS2 History: The Romans. 3: The Roman army

<https://www.bbc.co.uk/teach/class-clips-video/articles/zp8sg2p>

KS2 Roman Empire

<https://www.bbc.co.uk/bitesize/topics/zwmpfg8>

How did the Romans change Britain?

KS2 What was life like in Roman Britain?

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/ztqg4wx>

KS2 How did the Romans change Britain?

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>

KS2 Being a child in Roman Britain

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/zjgkky>

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z49jjs#z7w8dp3>

Life in Roman Britain | The Story of Britain | BBC Teach

https://www.youtube.com/watch?v=nN_x9o8MV1o

The Roman Empire and its effect on Britain | Primary History - Roman Voices

<https://www.youtube.com/watch?v=3X7D8yz6QFg>

History | KS1 | KS2 | Roman roads | BBC Teach

<https://www.youtube.com/watch?v=oDIYw4eJJyI>

Who were the Anglo-Saxons and why did they invade / settle in Britain?

KS2 Who were the Anglo-Saxons?

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg>

KS2 Why did the Anglo-Saxons come to Britain?

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z23br82#zst3bqt>

KS2 How was Anglo-Saxon Britain ruled?

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zqrc9j6>

KS2 Who was Alfred the Great?

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f>

KS2 What was Anglo-Saxon art and culture like?

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zwjq2hv>

KS2 What did the Anglo-Saxons believe?

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zs3gcdn>

What was lifelike during the Industrial revolution? (Victorian Britain)

KS1 / KS2 History: Industrialisation

<https://www.bbc.co.uk/teach/class-clips-video/articles/zmmx6v4>

The Industrial Revolution

<https://www.bbc.co.uk/bitesize/articles/zntn6v4>

The origins of the Industrial Revolution

<https://www.bbc.co.uk/bitesize/articles/z6kg3j6#zsqk4xs>

What was life like before the Industrial Revolution?

<https://www.bbc.co.uk/bitesize/articles/zm9r4xs#zrntp4j>

Industrial Revolution

<https://www.bbc.co.uk/bitesize/topics/zq226g8>

How did life change for Indians during British rule?

What Was the British Empire? | Explained | Newsround

<https://www.youtube.com/watch?v=Pi2S0zXJjU>

https://www.youtube.com/watch?v=t0_WPxfF8K0&t=199s

Indian migration and indentured labour

<https://www.bbc.co.uk/bitesize/articles/ztwyvwx#zf73g7h>

Sepoy Mutiny - Revolt of 1857 | Mangal Pandey | History of India | Educational Videos by Mocomi Kids

<https://www.youtube.com/watch?v=MV0fYMIvtyU>

Recruiting map from British India

<https://www.nationalarchives.gov.uk/wp-content/uploads/2014/03/wo32-144061.jpg>

Images of British Raj forces during both World Wars

<https://www.ecosia.org/images?addon=opensearch&q=British+indian+army+recruitment+world+wars>

Indian troops arrive in France during WWII (1940)

<https://www.youtube.com/watch?v=Pi0xgV8QfAo>

Praises for the Indian Army (1941)

<https://www.youtube.com/watch?v=gnK-PDiinQQ>

Indian Army Special Newsreel (1940)

<https://www.youtube.com/watch?v=yq6E1luxLQQ>

Year 6

What did the early Islamic Civilisation leave behind?

The golden age of Islam

<https://www.khanacademy.org/humanities/world-history/medieval-times/cross-cultural-diffusion-of-knowledge/a/the-golden-age-of-islam>

KS2 Where was the early Islamic Civilisation?

<https://www.bbc.co.uk/bitesize/topics/z3tg4wx/articles/zghnsk7#zrrsf82>

KS2 Buildings and homes in the early Islamic civilisation

<https://www.bbc.co.uk/bitesize/topics/z3tg4wx/articles/zpq2m39#zq2496f>

KS2 What discoveries were made in the early Islamic civilisation?

<https://www.bbc.co.uk/bitesize/topics/z3tg4wx/articles/zdr496f#zc9br2p>

KS2 What did the early Islamic civilisation invent?

<https://www.bbc.co.uk/bitesize/topics/z3tg4wx/articles/zhy4cmn>

Baghdad Circa 900 AD

<https://www.bbc.co.uk/programmes/p02m88n1>

Silk Road - Video Infographic

<https://www.youtube.com/watch?v=nQdUEJ9Cw2A>

Spanish and Arabic vocabulary comparison

<https://www.youtube.com/shorts/4BUPVVxhxHI>

What was the impact of World War II on the people of Britain?

London's Biggest Blitz (1941)

<https://www.youtube.com/watch?v=clKxrDza1d8>

News paper headlines – outbreak of World War II

<https://blog.britishnewspaperarchive.co.uk/2014/09/02/historic-headlines-great-britain-joins-world-war-two-on-3-september-1939/>

KS2 History: Rationing in the UK

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbgby9q>

Paper Rationing

https://www.ourwelwyngardencity.org.uk/content/topics/wartime/wwii/paper_rationing

Digging for Victory: Stories from wartime gardens

<https://www.bbc.co.uk/news/in-pictures-49715638>

The Evacuated Children Of The Second World War

<https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>

How did the Commonwealth support Britain during World War Two?

The British Empire: An overview

<https://www.bbc.co.uk/bitesize/articles/zpiv3j6#zv9j7yc>

Troops from the British Empire

<https://www.bbc.co.uk/bitesize/articles/zgiff82#zw4wjsg>

KS2 History: World War Two

<https://www.bbc.co.uk/teach/class-clips-video/articles/zv99ri6>

Job Maseko: The South African WW2 hero who didn't get a Victoria Cross

<https://www.bbc.co.uk/news/world-africa-57145242>

WWII British Indian Army soldiers remembered

<https://www.youtube.com/watch?v=RNJRJXE7z7w>

<https://www.youtube.com/watch?v=Pj0xgV8QfA>

General World War II videos

<https://www.bbc.co.uk/teach/class-clips-video/articles/zjnyscw>

Indian troops arrive in France during WWII (1940)

<https://www.youtube.com/watch?v=Pj0xgV8QfAo>

Praises for the Indian Army (1941)

<https://www.youtube.com/watch?v=gnK-PDiinQQ>

Indian Army Special Newsreel (1940)

<https://www.youtube.com/watch?v=yq6E1luxLQQ>