

History Key Concepts at Millbrook

| Chronology | Past and Present | Everyday Lives | Conflict & Cooperation |
|---|--|---|--|
| Children learn the concepts of time: milestones in their own lives; how long ago different key periods were; key moments within a civilisation. | Children learn to compare life now to how it was in a particular time. They also learn how particular empires or civilizations helped to shape the world we live in today. | Children learn what life was like in a particular era or civilisation, such as how they used language and mathematics or what they believed in. | In Upper Key Stage Two, children learn about why some empires invaded others, as well as the issues that come with wars and conflicts. |

| | Unit | Chronology | Past and Present | Everyday Lives | Conflict & Cooperation |
|------------------|--|--|---|---|--|
| Reception | Ongoing throughout the year | Ordering events as they happen in their Reception year (class timeline) | Compare how they have changed since they were babies and how some things have changed since their grandparents were born. | | |
| Year 1 | Unit 1: Kings, Queens and Castles | Ordering pictures of their lives Ordering pictures of Queen Elizabeth's life | Comparing the lives of Queen Victoria and Queen Elizabeth II | | |
| | Unit 2: Toys and Grove: Past and Present | Ordering toys from oldest to newest | Comparing toys from parents and grandparents to modern day | Learning about changes to Grove over time | |
| Year 2 | Unit 1: The Great Fire of London | Ordering events of the Great Fire | Comparing London before and after the Great Fire | Learning about life in London before and during the Great Fire | |
| | Unit 2: George Stephenson | Ordering George Stephenson's life achievements | Learning changes in railways from Stephenson's time to modern day | Learning about the impact of rail travel on people's lives | |
| Year 3 | Unit 1: The Stone Age to the Iron Age | Understanding how long ago Stone Age Britain was and sequence the Stone Age periods, the Bronze Age and the Iron Age | Understand how the actions of prehistoric humans have impacted how we live today | Understand the developments prehistoric humans made | Understand how Iron Age developments led to territorial divides and tribal conflicts |
| | Unit 2: The Roman Empire | Ordering migrant groups to enter Britain and Romans in Britain | Understanding what the Romans have done for us | Exploring why Britain was so attractive to the Romans | |
| Year 4 | Unit 1: The Mayan Civilisation | Understanding how long ago the Maya civilization lived | Learning what similarities there are between Maya life and our lives | Understanding how the Maya lived, including reading numbers, telling the time and writing | |
| | Unit 2: Ancient Egypt | Understanding how long ago the Egyptians lived compared to the Maya | | Understanding what the Egyptians believed in and looking at clues of everyday life | |
| Year 5 | Unit 1: The Anglo Saxons and Vikings | Understand the timeline of the Anglo Saxons through to the Vikings | | Understand what life was like for Saxons, including housing and clothing | Understand why the Vikings invaded and the role played by King Alfred in defending his kingdom |
| Year 6 | Unit 1: The Story of Migrants to Britain | Ordering the significant groups which have migrated to Britain in the last 1000 years | Understand the different reasons why groups have migrated to Britain, from 2000 years ago to today | Study the streets of Grove and Wantage and understand the influence that different migrant groups have had on Britain over time | Understand the reasons why different groups have come to Britain, and the lessons and positives which can be learned shared by one another |
| | Unit 2: Ancient Greece | Understand how long ago the Ancient Greeks lived, and for how long their civilisation lasted | Study and share what messages we can learn from Ancient Greek myths and legends Compare life at Millbrook to life in an Ancient Greek school | Investigate what life was like in Ancient Greece and what we can learn from their life and achievements | Study and share how the Greeks were governed |