



### Braunston Primary School - History Concept Map (EYFS/KS1)

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
<b>EYFS:</b>						
<b>ELG: Understanding the World</b>						
Past and Present						
<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>						
EYFS Developing Across Children's Reception Year.	Talk about where they live and develop the vocabulary of place.  Know that they live in England  Know that there are other countries around the world that they can visit and from where people visit Britain.  Know that many people who now live in England were born in other countries.  Recognise a picture of the Queen and other important figures in British life.	Children recognise places of worship in their local community or places that are important to different children in the class.  They visit some of these places of worship and begin to understand that different people believe different things. Begin to recognise that what they believe changes the way they behave/live.	Use money in role play situations and know that money is needed in shops to buy things.  Know that adults do different jobs and get paid for doing them.  Become aware that not everyone has the same amount of money and that there are big differences between rich and poor.	Develop the sense of belonging to a community and helping each other to achieve things.  Know that there are rules and expectations that need to be followed – know that adults must follow rules as well.  <i>Recognise authority figures in their own lives (parents, teachers) as well as important members of society like police officers, nurses and firefighters.</i>	Talk about things that happened before they were born.  <i>Recognise how they have changed from when they were a baby.</i>  Develop a sense of 'past' and use appropriate language such as 'yesterday' and 'last week'	Talk about their own life stories and retell stories about things that have happened in their families.  Know that people change as they get older.  Listen to <i>fictional and non-fictional</i> stories that are set in the past and become increasingly aware that life in the past was different.
EYFS	Art project – Andy Warhol and the queen	Christingle Family beliefs ( All about me) Diwali Chinese New Year	Reverse advent and fundraising for E.g. 'Blue for a Loo'  Pirates – rich and poor Significant historical character.	People who help us (All about me)	Dinosaurs – Past: Millions of years ago or yesterday? Concept of present being <i>now</i> .	All about me – personal history, family history.  Human life cycles – to know people change as they get older.
<b>Year 1</b>						
Toys  CHANGES WITHIN LIVING MEMORY  Approx. 6 weeks	Know that many of the toys that people played with in the past are very different from the ones that are played with today.  Know that there are some toys which are almost the same as they were in the past.  Know that modern toys are made from different materials to older toys.  Know that children today tend to have more toys than children in the past.			A President is a leader of a country that doesn't have a King or Queen – Theodore Roosevelt was president of the USA (pg4/5)	Find out about events that have happened within living memory.  Start a class timeline – straight line with 'then' on left hand side and 'now' on right hand side. No years marked on the line.  Sequence up to four generations (them, parents, grandparents and great grandparents) place on the timeline	Know that historian means learning about in the past.  Finding out about the past by asking people for their accounts.  Finding out about the past by looking at/handling items from the past.  Be able to say what is similar and what is different when comparing toys.  Be able to sequence two objects into then/now; older/newer.  Increasingly aware that life now is different from the past and that



### Braunston Primary School - History Concept Map (EYFS/KS1)

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
						many things we have now (plastics/electricity) did not exist in the past.
Great fire of London  EVENTS BEYOND LIVING MEMORY  Approx. 6 weeks	<p>London was a busy and over-crowded city – lots of wooden buildings, animal feed and fires for cooking/industry made it vulnerable to a big fire.</p> <p>Fire started in a bakery in Pudding Lane and spread quickly – <b>(pg3)</b>.</p> <p>Samuel Pepys was a central figure in fighting the fire – working with the King which restored belief in the monarch. The fire burned for five days before being put out <b>(pg. 4)</b>.</p> <p>Very few people are known to have died given the size of the fire but this figure might be misleading.</p> <p>Some of London’s most well-known buildings were built to replace those destroyed by the fire.</p>		<p>London was a busy city with ships bringing goods to sell from all over the world. Many people came to London looking for work but much of their housing was poor quality – wooden – closely packed. Everything was moved by donkey/horses and cart.</p> <p>For most shopkeepers/tradesmen their home and their business were the same place.</p>	<p>Introduce the term monarch – the Merry Monarch wasn’t trusted by most Londoners because of the way he behaved <b>(pg 1)</b>.</p> <p>He was expected to be a leader – his actions during the fire showed that he could do this.</p> <p>Only the richer people were counted in official figures – poor people were not considered important enough to be counted or provided for.</p>	<p>Add event to class time line.</p> <p>Begin to describe time in terms of ‘100 years ago/400 years ago’ etc.</p> <p>Mark 100 year blocks on timeline and know that the Great Fire took place approx. 450 years ago</p>	<p>Samuel Pepys kept a diary that tells us a lot about the fire. Documents from the past are one of the best ways to learn about the past.</p> <p>We can use different sources of information to find out about the past</p> <p>The Great Fire of London is a significant historical event because it affected a lot of people and changed the appearance of London.</p>
The Canal  LOCAL STUDY	<p>The canals were transport systems for fuel such as coal and goods like pottery.</p> <p>The canals were a part of the industrial revolution – which meant things started to be made in large quantities in factories and eventually by machines (fuelled by coal)</p> <p>People were able to sell the things they made to other people who lived a long way away.</p>		<p>Transportation of goods up and down the country meant that factories could send their goods to lots of different places in the UK to be bought. Canals were good at transporting heavy goods like coal and fragile goods such as pottery. Before canals horses had pulled good on carts and pottery would be broken and coal was so heavy that they could only take small amounts at once.</p> <p>Canal boats were horse powered on tow paths Canals became less popular after the invention of the engine (rail and road). Canal families had to settle back into ‘land’ life.</p>	<p>Canal people lived their lives on the canal and were constantly moving from place to place. They lived in cramped conditions and were often very poor. Children worked from a young age. Few children received an education.</p>	<p>Add event to class time line.</p> <p>Make comparisons between then and now. Canals are today for pleasure, but were once only for hard working boat families.</p>	<p>Use sources to find out about the conditions canal families lived in.</p> <p>Make comparisons between then and now.</p>



### Braunston Primary School - History Concept Map (EYFS/KS1)

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
<b>Year 2</b>						
Local History Why do we have a war memorial?	<p>To know that just over 100 years ago there was a war that the most of world became involved in called WORLD WAR 1.</p> <p>To know that we have a war memorial to remember the men from Braunston who were killed in action. Although the war was a being fought a long way away, it affected the lives of people in Braunston.</p> <p>To know that the war started because Germany wanted to increase the size of their country and that other countries said that they could not take land.</p> <p>To know that it was fought between 1914 – 18.</p> <p>The fighting mostly took place in France and Belgium.</p> <p>That British men were called upon to fight for their country.</p> <p>That men from Braunston were involved in the war.</p> <p>To know that the men from Braunston suffered terrible conditions in the trenches.</p> <p>To know that people left at home had to take on the jobs and responsibilities of the men who had gone to war.</p>	<p>To know that families in Braunston would have attended Braunston All Saint’s Church to pray for the safe return of their sons and husbands and brothers.</p>		<p>To know that there were some differences between the roles poor soldiers had in WW1 and the roles rich men had.</p>	<p>Add event to class timeline.</p> <p>Know how to order sources in chronological order to show the journey of a Braunston man from our village to the front in WW1.</p>	<p>To use photographs from 100 years ago to find out what Braunston village was like. To know that many of the men were farmers. To know that some of the houses on the High Street were the homes of men that went to fight in WW1.</p> <p>To know that letters and telegrams were sent during WW1 and that they give us information about what life was like.</p>
<p>Florence Nightingale (Victorian Scientists)</p> <p>THE LIVES OF SIGNIFICANT INDIVIDUALS</p> <p>Approx. 3 weeks</p>	<p>Queen Victoria is one of the most well known of the British Kings or Queens – she reigned over 100 years ago.</p> <p>The people who lived then are called Victorians.</p> <p>The Victorian times was a period when there was lots of change and many new inventions were being produced – Britain was one of the leading nations in coming up with new ideas and inventions <b>(pg 1)</b>.</p> <p>Britain had a strong army in Victorian times and fought in many wars all over the world. The Crimean war was between Russia and Turkey – the British Government decided to help Turkey.</p> <p>Florence Nightingale fought against expectations to change nursing – the changes that she started shaped nursing in this country and across the world <b>(pg 4)</b>.</p> <p>Many of the changes that Florence Nightingale brought about are still important in nursing/hospitals today.</p>	<p>Most people in Victorian Britain would have been Christian and believed that they should try to please God.</p> <p>Florence believed that she had been told to help people and become a nurse by God.</p>	<p>Children worked in Victorian England. They had jobs as rat catchers, in factories or as chimney sweeps.</p>	<p>There have been many Kings and Queens in Britain going back over many years.</p> <p>Queen Victoria is our current Queen’s great, great grandmother.</p> <p>There was a big difference between the lives of the rich and poor in Victorian times. Focus on the privileges of the rich – see Mary Anning unit for the poor.</p> <p>Men and women were treated differently from one another. Girls were not expected to attend school at the beginning of the era and boys’ families had to pay for them to attend school. (Only the rich could afford to be educated).</p>	<p>Add event to class timeline.</p> <p>Know that history goes back to events that are beyond living memory - there is no-one from Victorian times who is alive today.</p> <p>Add ‘the Victorians’ to the class timeline with a suitable gap to where great grandparents are marked.</p> <p>Introduce ‘century’ as a unit of time.</p>	<p>Know that when we can’t ask people about the past, we can find out about it by looking at objects and pictures from those times.</p> <p>Continue to make comparisons and say what is similar and what is different between now and then.</p> <p>Begin to know that some things that happened in the past are still important today.</p> <p>Know that Florence is a significant figure because she changed the way people thought and did things.</p>



### Braunston Primary School - History Concept Map (EYFS/KS1)

	The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
<p>Mary Anning (Victorian Scientists)</p> <p>THE LIVES OF SIGNIFICANT INDIVIDUALS</p> <p>Approx. 3 weeks</p>	<p>Mary was born just before Victoria became Queen.</p> <p>Know that Mary Anning was born in Lyme Regis which is one of the best places in the country to find fossils.</p> <p>Mary Anning started to collect fossils for fun and didn't know how important they were. Some of what she discovered changed the way scientists understood how life had developed on earth. Her discoveries were some of the most important discoveries in history (pg 3).</p> <p>Mary Anning didn't get recognised for her work until long after her death.</p>	<p>Because most people were Christians, many didn't believe that Mary Anning's fossils could be real as they appeared to go against what the Bible said about the world being made in 7 days <i>(note - many modern Christians have no problem with this and don't think the 7 days is meant to be literal)</i></p>	<p>People need to work to earn money - many people in Victorian times were tradespeople or craftsmen – they were highly skilled but didn't earn much money.</p> <p>Mary began to earn enough money from selling her fossils to keep her family fed and clothed – nowadays her fossils would have sold for millions of pounds.</p>	<p>Contrast the life of rich Victorians (Florence Nightingale) with poor Victorians (Mary Anning's family) – understand that many more people tend to be poor rather than rich, particularly in the past.</p> <p>Poor people were often treated unfairly but couldn't do anything about it.</p>	<p>Add event to class timeline.</p> <p>Recognise, using the timeline, that Mary Anning and Florence Nightingale lived at similar times.</p> <p>Understand that dinosaurs existed a very long time before there were any people around.</p>	<p>Historians and archaeologists use the things that we find in the ground to help us understand what the past was like.</p> <p>Know that Mary Anning is a significant historical figure because she changed the way people understood the past – understand that both Florence Nightingale and Mary Anning are significant people even though they did very different things.</p>
<p>Kings and Castles (6 weeks)</p> <p>EVENTS BEYOND LIVING MEMORY</p>	<p>To know that England has a monarch and that kings and queens have ruled England for over 1000 years.</p> <p>To know that life 1000 years ago was very different to life today.</p> <p>Edward the Confessor was the King of England 1000 years ago and when he died, he did not have a son to become king after him.</p> <p>William was Norman and lived in an area called Normandy. This is in France today.</p> <p>To know that there was an invasion of England led by William the Conqueror to seize the throne of England.</p> <p>He invaded and fought Harold at the Battle of Hastings.</p> <p>It was successful and he became king of England. 1066.</p> <p>84 castles were built in 20 years to protect William and his lords from uprisings from the English people who were unhappy about the invasion.</p>	<p>Kings believed they ruled by divine right – this means that they are placed on the throne by the will of God.</p>	<p>Castles were set up like mini towns. They had everything within them to be self sufficient. Trades included blacksmiths, farriers, bakers, cooks, carpenters, fletchers, gardeners.</p> <p>They also housed soldiers, servants.</p>	<p>Contrast the rich life of Lords and kings to the poor life of servants within the society of a castle.</p> <p>Use Bayeux tapestry as evidence of the served and the servant.</p> <p>Many kings and queens have ruled England. In the past kings had enormous powers.</p> <p>Focus: William the Conqueror (Built Warwick Castle)</p> <p>Henry VIII (Visited Warwick Castle)</p> <p>Life for the rich was very different to life for the poor. The rich were able to indulge in pleasures (Such as hunting, jousting and feasting)</p>	<p>Add event to class timeline.</p> <p>Vocabulary of past and present.</p> <p>Bayeux tapestry tells us the order in which things happened during the invasion of 1066.</p> <p>It shows Harold, William and the events of the Battle of Hastings.</p> <p>Place events in the correct order chronologically to identify what is happening using sections of the Bayeux Tapestry.</p> <p>Castles were lived in for hundreds of years by many kings and queens.</p>	<p>Sources: How do we know about something that happened such a long time ago? Bayeux tapestry</p> <p>Sources: Paintings and tapestries can give us information about what life was like in the past.</p> <p>Significant people and events: William the Conqueror led the successful invasion of England in 1066</p> <p>Henry VIII ruled England 500 years later and lived in many of the castles that William the Conqueror had built.</p> <p>Change: The invention of gunpowder meant that castles were no longer impenetrable fortresses. This saw</p>



### Braunston Primary School - History Concept Map (EYFS/KS1)

The Story of Britain	Beliefs	Economy/Trade	Society and Government	Chronology	Being a Historian
<p>To know that castles were an important part of English life for hundreds of years. Many kings and lords lived in them through history. They needed a huge workforce to keep them running – this was a castle society. They were fortresses that were difficult to penetrate.</p> <p>To know that gunpowder and canons saw the end of castle life.</p>			and the poor has to work very hard all the time.		their destruction, or general decline into ruins over time.

Toys	
Lesson	Lesson focus
1	<p>Understand that the toys they play with now are different to the toys they played with when they were young – that was in the past.</p> <p>Know that I can remember things that have happened in the past and share them with other people.</p> <p>Discover other people's experiences by listening to them talk about the toys they played with.</p> <p>Know that my experiences of the past will have similarities and differences to those of other children in my class.</p>
2	<p>Find out when my parents, grandparents and great grandparents were born and plot these on a basic timeline to develop a sense of the past.</p> <p>Know from talking with parents, grandparents and great grandparents that some of the toys we have now are similar to toys they had, some of the toys we have didn't exist when they were young and some of the toys they had are not popular anymore.</p> <p>Describe the different toys in terms of their size, colour, what they are made of.</p> <p>Be able to say what is similar and what is different between examples of older and newer toys.</p>
3	<p>Using photographs, video and if possible, handling real examples, compare what materials toys were made from in the past and compare them with modern toys.</p> <p>Know that much older toys were made of natural materials such as wood, metal and clay – there was no plastic in older toys.</p> <p>Use this information to sort pairs of objects into being older/new</p>
4	<p>Know that overall, most children now have more toys than their grandparents and great grandparents did.</p> <p>Know that after plastic was invented, toys changed a lot and became cheaper and easier to make.</p> <p>Know from talking with parents, grandparents and great grandparents about other ways/games children played in the past, particularly if they didn't have many toys.</p> <p>Learn about outdoor games such hopscotch, kick-the-can and skipping – how have these changed over the years? Are the rules the same? Are there games that children don't play anymore? Why?</p>
5	<p>Know that toys are often based on the things that adults use in day-to-day life – changes to toys have happened because of new inventions have changed what children see in their homes.</p> <p>Look at examples of how toys have changed to match what happens in real life – Fisher-Price phones (pg.4), kitchen sets etc – compare the images of the toys with images of the real thing.</p> <p>Discuss why they think these changes have been made – easier to use, look better etc.</p>
6	<p>Have a detailed look at how one type of toy has changed over time – e.g the teddy bear (pg.4) or Lego (pg.5)</p>

Florence Nightingale – Victorian Scientists	
Lesson	Lesson focus



### Braunston Primary School - History Concept Map (EYFS/KS1)

1	<p>Know that about 200 years ago, Victoria was Queen of Britain and the people of that time were called Victorians. Extend the timeline from the Toys unit and show Victorians as being before Great Grandparents. Know that Victoria reigned for 63 years – only our current Queen has been King or Queen in Britain for longer than Victoria was. Use pictures, artefacts and other accessible resources to say what is similar and what is different about then compared to now. Know that in Victorian times, people tended to be rich or poor – there were not many people in the middle. Make brief comparisons between the rich and the poor of Victorian society – <b>(pg 2)</b> (a more detailed look at the conditions of the poor will come later in the Mary Anning unit).</p>
2	<p>Know that Florence was born into a rich household. Know that her father made sure she got a good education which was unusual for girls in those days. Know that Florence was expected to marry a rich gentleman but she wanted to go to university, she wanted to become a nurse and help people and believed that God had told her to do this – she had to train in secret <b>(pg3)</b> Know that Britain was helping Turkey fight a war against Russia in a place called the Crimea. Know that although many men died in the fighting many more were dying in hospital because of the conditions there were so filthy <b>(pg 4)</b> Know that Florence was asked to make things better for the soldiers in the hospitals – she changed the conditions in the hospitals and many more men lived because of this. Know that Florence used to work very long hours – she often only had four hours sleep – and would work by candlelight – this is why she was known as the ‘Lady of the Lamp’. Know that Florence became well known because of what she achieved and was given a medal by Queen Victoria.</p>
3	<p>Know that when she came back to Britain, Florence wrote some books about nursing that became best sellers all over the world. Know some of the important changes that Florence Nightingale introduced to nursing – <b>(pg5)</b> Know that Florence Nightingale became the first woman to receive the Order of Merit Know that Florence Nightingale died aged 90 in 1910. Look at images of modern nursing and recognise that many of the changes that Florence Nightingale introduced are still important parts of nursing today – look for obvious changes since those time (e.g. that men can be nurses and women can be doctors). Know that now everyone can get to see a doctor or a nurse – not just the rich. Know that Florence Nightingale is considered to be a significant person because she changed the way nursing was done and made life better for many people.</p>

Mary Anning – Victorian Scientists	
Lesson	Lesson focus
1	<p>Know that Mary Anning was famous for finding fossils. Know she was born just before the Victorians and died once Victoria was Queen – put this on the timeline and understand that she lived around the same time as Florence Nightingale. Revisit the difference between rich and poor in Victorian times – know that Florence Nightingale was rich but Mary Anning poor. Know the implications of being poor – no schooling, poor/little food, poor housing etc. Know that she and her family lived in Lyme Regis which is on the coast – link to Geography - and were very poor despite her father being a good carpenter. Know that Mary’s father taught her to walk around the cliffs after there had been a cliff fall and collect ‘curiosities’ – they didn’t know that they were fossils or that they were important. Know that Lyme Regis had been underwater when the dinosaurs were around which is why there are so many good fossils there <b>(pg3)</b> Know that Mary was bullied for her interest in fossils. <b>(pg 2)</b> Mary taught herself to read and write</p>
2	<p>Find out how Mary learned that the ‘curiosities’ were fossils and she used books to deepen her knowledge <b>(pg 2)</b>. Know that Mary started to sell the fossils to earn money for her family when her father died – the family were starving and had no money for food or fuel. Know how Mary came to discover the first full Ichthyosaurus <b>(pg2)</b> fossil and find out what type of creature it was. Know that Mary sold the Ichthyosaurus to keep her family but they were still poor <b>(pg3)</b> – nowadays a fossil like that could cost millions of pounds <b>(pg 4)</b>. Know that no-one knew about dinosaurs when Mary was collecting her fossils – the term dinosaur was first used in 1842, just five years before she died. Many people refused to believe that dinosaurs existed or that they could be millions of years old because they were Christians and dinosaurs are not mentioned in the Bible. They also believed the world was made in exactly seven days so refused to believe what scientists were beginning to say. (Note – many Christians today understand the Bible differently and are quite happy with the much of the science around dinosaurs and evolution). Know that it took a long time before scientists began to understand what fossils like the ones Mary had collected really meant – to start with some Scientists thought that they were from giants because the bones were so big, others thought that the Ichthyosaurus was just a large crocodile (pg.2/3). Other people thought that the fossils were fake.</p>



### Braunston Primary School - History Concept Map (EYFS/KS1)

3	<p>Know that in Victorian times women/girls could not study Science at school and because she was from a poor family, Mary would not have been able to go to school very much.</p> <p>Know that, despite this, Mary made detailed drawings of her fossils which are now highly regarded as scientific observations – scientists came from all over the world to see her fossils. <b>(pg3)</b></p> <p>Understand that because she was a woman people didn't give her the credit for what she had discovered – one man bought Mary's fossil collection and claimed that they were his own discovery. <b>(pg3)</b></p> <p>Mary's work wasn't recognised for more than 50 years after she died – she is now seen as one of the ten British women who have done the most to influence science. <b>(pg3)</b></p> <p>Compare Mary Anning with Florence Nightingale – although they came from very different backgrounds, they both struggled to be taken seriously because they were women.</p> <p>Find out more about dinosaurs and recognise that a lot of what Scientists believe today is based on the fossils and drawings of Mary Anning.</p> <p>Recognise that Mary Anning is also a significant person because she changed the way we understand the world – discuss what is similar or different between her and Florence Nightingale.</p>
---	--

Great Fire of London	
Lesson	Lesson focus
1	<p>Know that the Great Fire of London happened in 1666 – that is 450 years ago - mark on timeline with other events studied in KS1/EYFS and show 100 year intervals.</p> <p>Know that Charles II was King but that he had to escape and leave England a few years earlier after the English civil war. Know that some people wanted the Government to rule Britain without a monarch in place but the monarchy was popular and the King was asked to come back. <b>(pg 1)</b></p> <p>Know that people didn't think Charles was a good King – the Merry Monarch – but that changed because of the Great Fire of London. <b>(pg 1)</b></p>
2	<p>Find out about London in 1666 - know that London was already a big city. The Thames meant that goods could be bought and sold from all round the world. Many people moved to London to find work and earn money.</p> <p>Know that most people living in London were poor and lived in wooden houses that were crammed closely together. Find out about what these houses were like <b>(pg1)</b></p> <p>Know that fire was important as the only way to heat, to cook, to provide light at night and for trades like blacksmiths and glassmakers. People were taxed by the number of fireplaces they had. <b>(pg 2)</b></p> <p>Know that there had already been many smaller fires – so people knew that fire was a risk but no-one did anything about it.</p>
3	<p>Know that most shop keepers and tradesmen ran their business from their homes.</p> <p>Know that there were many businesses along Pudding Lane – all had several fireplaces and a count of the fireplaces had only just been completed (see document)</p> <p>Know that in each of these businesses there would have been lots of material that burned easily.</p> <p>Know how/where the Great Fire of London started and why it spread so quickly. <b>(pg 3).</b></p> <p>Know that people escaped the fire by going to the other side of the Thames or leaving the city – some people tried to save their valuables by burying them.</p>



### Braunston Primary School - History Concept Map (EYFS/KS1)

4	<p>Find out about Samuel Pepys (<b>pg 4</b>) and know that he kept a diary for his own use.</p> <p>Know that it was over 100 years after he died that people read his diaries and that these diaries helped people understand what life in London had been like.</p> <p>Know about the other things Pepys recorded - the plague and the return of the King.</p> <p>Know that it is because of Samuel Pepys' diary that we know how the fire was tackled, how long it lasted and how people responded to the fire in different ways. (<b>pg.4</b>)</p>
5	<p>Use the diary to learn that Pepys took a message from the King to the mayor to start pulling buildings down – understand why this was important in stopping the fire.</p> <p>Know that the fire burned for 5 days.</p> <p>Know that only 6 to 10 people were known to have died in the fire but that this number might have been much higher because they only counted rich people.</p> <p>Know that the King became more popular because of the way he acted during to help people during the fire and that Pepys became well-known and wealthy.</p>
6	<p>Know that large parts of London were destroyed but that not all of London was burnt down.</p> <p>Know some of the famous London buildings that survive the fire – (<b>pg 5</b>).</p> <p>Know that St Pauls Cathedral was built by Sir Christopher Wren to replace the old cathedral and that this is now one of the most famous buildings in London.</p> <p>Know that the Monument was built to commemorate the Great Fire of London and that tourists can visit it today.</p> <p>Know that the Great Fire of London is a significant historical event because it impacted so many people and changed the way London looked.</p> <p>Samuel Pepys is a significant figure because of what he did to help tackle the fire and because of his diary.</p>

Kings and Castles	
Lesson	Lesson focus
1	<p>To know that England has a monarch and that kings and queens have ruled England for over 1000 years.</p> <p>To know that life 1000 years ago was very different to life today.</p> <p>Edward the Confessor was the King of England 1000 years ago and when he died, he did not have a son to become king after him.</p> <p>The son or daughter of a king was known as an heir.</p>
2	<p>To know that Harold was chosen to be king after the death of Edward the Confessor by lots of important people in England.</p> <p>That there is a tapestry of the whole event called the Bayeux tapestry. No photos, no paintings of the time. Bayeux tapestry woven at the time.</p> <p>To know that another King – William also wanted to be king of England.</p> <p>William was Norman and lived in an area called Normandy. This is in France today.</p> <p>To know that there was an invasion of England led by William the Conqueror to seize the throne of England.</p> <p>He invaded England and fought Harold at the Battle of Hastings in 1066.</p> <p>It was successful and he became king of England. This became known as the 'Norman Conquest' and William became known as 'William the Conqueror'</p>



### Braunston Primary School - History Concept Map (EYFS/KS1)

3	<p>To know that William the Conqueror overthrew the English King Harold and was crowned king of England on Christmas day 1066. He had to put lots of soldiers outside Westminster Abbey when he was crowned because the people of England were so cross about the invasion and the killing of King Harold that he was the king and thought that someone might try to kill him. To know that William could only speak French and most English people could only speak English. William knew he was a risk for the English people and so he decided to build special forts, towers and castles to protect himself and his people from attack. William became known as William the Conqueror. Conqueror means that you have successfully taken over a place. WC was a harsh King. He used his army to keep power. He took land and buildings away from English people and gave them to his people. He also built some magnificent castles. He built 84 castles in 20 years!</p> <p>To understand castle structures and locations– walls, ramparts, arrow slits, battlements, drawbridges, moats, dungeons, Keep , Bailey and reasons why these were important parts of a castle.</p>
4	<p>To know that castles needed to have everything in one place so if they were attacked they could survive on what was already in the castle for a very long time. To understand the structure (physical and social) The Bailey was where people worked – making important things for the castle and its people. Blacksmiths made things out of metal – such as armour and swords. Carpenters – made things out of wood. Fletcher – Bow and arrow maker To know that the lives of rich and poor people within the castle walls was very different. The rich were served and the poor served. To know that the Bayeux Tapestry gives us informations about the lives of rich and poor people 1000 years ago.</p>
5/6	<p>To know that as time passed, other famous Kings lived in the castles that William the Conqueror had built. To know that Henry VIII was a king of England. Henry 8<sup>th</sup> lived 500 years after William the Conqueror. To know he was the 8<sup>th</sup> king called Henry. To know that Henry was famous for having 6 wives in his life time. To know that he lived in many of the castles that William the Conqueror had built. Henry visited many castles belonging to other important families in England. While he was there they would entertain him by doing the things that he loved best: Feasting Jousting. To know what a feast was in Tudor times: Mostly meat cooked on a spit. They thought that raw fruit and vegetables would make them ill. To know what a jousting tournament was: That knights came from far and wide to take part. That the king loved to joust. He was nearly killed jousting. To know that life for the rich and the poor was very different by looking at sources that show the pastimes of a king in 1500s.</p>
7	<p>Recap on defences of a castle that would stop an army being able to seize a castle easily. To know that the era of the castle came to an end because of the invention of gunpowder. Canons could break down the castle walls. Many were destroyed. Some fell into ruins.</p>

LOCAL HISTORY – WHY DO WE HAVE A WAR MEMORIAL IN BRAUNSTON?	
Lesson	Lesson focus



### Braunston Primary School - History Concept Map (EYFS/KS1)

1	<p>That the war memorial helps us to remember people who died in the war who lived in Braunston.</p> <p>To know that there was a war 100 years ago called WW1. 1914-18.</p> <p>To know why WW1 started: Germany wanted to increase its land size. France and Belgium said opposed the capture of their land.</p>
2	<p>That the war was fought mostly in France.</p> <p>To know what these terms mean: trench, no man's land, the 'front' the 'allies'.</p> <p>To know about the conditions in the trenches.</p>
3	<p>To know that 'sources' are photos, letters etc that give us information about the past. To know that many people in Braunston were farmers in 1914.</p> <p>To know that many of the farmers wanted to help win the war.</p> <p>To know that Braunston men travelled to France to take part in this significant event WW1.</p>
4	<p>To know that the WW1 experiences varied from rich and poor.</p> <p>To know that many of the men from Braunston would be poor. They would be the foot soldiers not the leaders of their battalion.</p> <p>To know that the families waiting at home would have to take on the jobs of the men that left.</p> <p>To know that they would have prayed for their safe return in Braunston Church.</p> <p>To know that they would have sent letters and parcels to their loved ones at the front.</p> <p>That sometimes soldiers were allowed home on leave.</p> <p>To know that if your loved one was killed in WW1 you received a special letter called a telegram telling you the terrible news.</p>
5	<p>To know that there was a nurse called Edith Cavell.</p> <p>To know that she was doing similar work to Florence Nightingale in the Crimean War.</p> <p>To know that she wanted to help all injured men, German, and English,</p> <p>To know that she was captured and accused of being a spy.</p> <p>To know that she was killed. COMPARISON TO FLORENCE NIGHTINGALE</p>
6	<p>To demonstrate knowledge acquired to write a letter as if you were a Braunston farmer /WW1 soldier writing home to family.</p>

### CANALS – Local Study KS1, YEAR 1

1.	<p>I know that Braunston village has a canal. (VISIT)</p> <p>I know what Braunston canal looks like in the present (Photo resources)</p> <p>I know what Braunston canal looked like in the past. (Source photos)</p> <p>Trip to canal – look for tow paths, canals, bridges, locks.</p>
2	<p>I know that canals were very important in the past because they were used for taking important things like coal and goods from place to place.</p> <p>I know that before canals people had to use horses and carts. Coal was too heavy and the horses pulled carts that were very bumpy so things like pottery got broken.</p> <p>I know that canals were very good and transporting heavy things in large quantities. (Source pictures)</p> <p>I know how heavy one bucket of coal is.</p> <p>I know that the grand union canal runs through Braunston and I can locate it on a map.</p>
3	<p>I know how canal boats travel.</p> <p>I know that they did not have any engines.</p> <p>I know tow paths were for horses towing the barges.</p> <p>I know what happened when they went under a bridge. This is called legging. (photo source)</p>



### Braunston Primary School - History Concept Map (EYFS/KS1)

4	<p>I know what it was like to live on a canal boat.</p> <p>I can use sources to find out about the cramped conditions, no separate bedrooms, all in one place with kitchen, lounge and dining room. (Role play this like in the workshop we had).</p> <p>I know that canal children were expected to work.</p> <p>I know that the children had no time to play or to learn. They did not go to school.</p> <p>I know that they moved from place to place.</p> <p>George Smith the 'Children's friend' improved conditions for children.</p>
5.	<p>I know that the railways (invention of the engine) stopped the canal transportation being so popular and it eventually stopped completely.</p> <p>I know that in the present the canal is not used for transporting but for pleasure.</p> <p>I know that today we have boats with engines. I can use these facts to compare past and present.</p>