



### History Curriculum

<b>Year Group</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>Year 1</b>	Changes within living memory: Toys – Past and Present	Changes within living memory: How School Has Changed	Significant Person: Ruby Bridges 1954
<b>Year 2</b>	Local History: The Severn Valley Railway (1858)	Event beyond living memory: The Great Fire of London (1666)	Significant People: Benjamin Zephaniah 1958 - 2023
<b>Year 3</b>	British History: Stone Age to Iron Age	The Shang Dynasty Overview unit	Ancient Egypt Depth study
<b>Year 4</b>	British History: The Romans	British History: Anglo Saxons, Picts and Scots	Local History: Canals, Industry and Leisure 1771-1812
<b>Year 5</b>	British History: The Vikings	Ancient Greece	Theme Study Beyond 1066: Henry VIII
<b>Year 6</b>	Non-European Society: The Mayans	The First Ancient Civilisations (Cumulative unit)	Theme Study Beyond 1066: Post World War 2 - Windrush



### Disciplinary Knowledge Overview

Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Change and Continuity</b>	Unit 1: Childhood Toys Unit 2: How School Has Changed	Unit 1: Severn Valley Railway	Unit 1: Stone Age to Iron Age	Unit 1: The Romans		Unit 1: The Maya Unit 3: Post World War II - Windrush
<b>Cause and Consequence</b>	Unit 3: Ruby Bridges and Rosa Parkes – Civil Rights	Unit 2: The Great Fire Of London Unit 3: _Benjamin Zephaniah		Unit 1: The Romans	Unit 1: The Vikings Unit 2: Ancient Greece Unit 3: Henry VIII	
<b>Similarities and Differences</b>	Unit 1: Childhood Toys Unit 2: How School Has Changed	Unit 1: Severn Valley Railway	Unit 2: The Shang Dynasty		Unit 2: Ancient Greece	Unit 2: Ancient Civilisations
<b>Historical Significance</b>	Unit 3: Ruby Bridges and Rosa Parkes – School Segregation	Unit 2: The Great Fire of London Unit 3: _Benjamin Zephaniah	Unit 2: The Shang Dynasty Unit 3: Ancient Egypt	Unit 1: The Romans Unit 2: Anglo-Saxons, Picts and Scots Unit 3: Canals, Industry and Leisure	Unit 1: The Vikings Unit 2: Ancient Greece Unit 3: Henry VIII	Unit 2: Ancient Civilisations
<b>Sources of Evidence</b>	Unit 1: Childhood Toys Unit 3: Ruby Bridges and Rosa Parkes – School Segregation	Unit 1: Severn Valley Railway Unit 2: The Great Fire of London Unit 3: _Benjamin Zephaniah	Unit 3: The Shang Dynasty	Unit 1: The Romans Unit 2: Anglo-Saxons, Picts and Scots Unit 3: Canals, Industry and Leisure	Unit 1: The Vikings Unit 3: Henry VIII	Unit 1: The Maya Unit 3: Post World War II - Windrush
<b>Historical Interpretation</b>			Unit 1: Stone Age to Iron Age Unit 3: Ancient Egypt	Unit 2: Anglo-Saxons, Picts and Scots Unit 3: Canals, Industry and Leisure	Unit 2: Ancient Greece Unit 3: Henry VIII	Unit 1: The Maya Unit 3: Post World War II - Windrush

Progression of History Skills						
Historical Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>- Put several objects in chronological order.</li> <li>- Talk about how things were different when their parents and grandparents were children.</li> <li>- Begin to use dates and talk about events from the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Place key events on a timeline using dates.</li> <li>- Recognise the change of purpose and continuity of railways.</li> <li>- Sequence several artefacts, photographs and events on a timeline containing dates.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use dates and historical terms to describe events.</li> <li>- Begin to recognise some of the different time periods within British history.</li> <li>- Begin to understand the concept of 'change' over different time periods.</li> <li>- Begin to use a timeline within a specific period.</li> <li>- Begin to make links between different events on a timeline.</li> <li>- Begin to use timelines that show multiple periods of time from different parts of the world.</li> <li>- Begin to use dates, events and prior knowledge to compare and show how they may relate to each other.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise some of the time periods of British history, and the overlapping histories of groups that invaded Britain.</li> <li>- Use dates and historical terms to describe events.</li> <li>- Use a timeline to understand the link between major events within a period.</li> <li>- Describe the main changes within a period of history.</li> <li>- Begin to understand the rapid changes and impact these changes have within a period through key events.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to understand the concepts of continuity and change over time.</li> <li>- Begin to make connections and contrasts between different periods and talk about trends over time.</li> <li>- Use dates and historical terms more accurately when describing events.</li> <li>- Place features of a historical events and figures into a chronological framework.</li> <li>- Describe the main changes or events in detail from a period using historical terms.</li> <li>- Identify periods of change and contrast this with periods of little change.</li> <li>- Identify periods of change in history and how they relate to one another on a timeline.</li> <li>- Recognise cause and effect of events within a period and how they relate to each other.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain in detail the chronology of different events across a period and begin to recognise the similarities and differences with events from other places in the same period.</li> <li>- Explain in detail the chronology of events and changes over time and begin to explain how they relate to each other.</li> <li>- Understand what characteristics of a period contributed to the success and failures within a period.</li> <li>- Use dates and historical terms accurately to describe events on a timeline.</li> <li>- Identify significant events, make connections and analyse trends within the period studied and other periods studied over a longer period.</li> </ul>

<p><b>Historical Knowledge and Understanding</b></p>	<ul style="list-style-type: none"> <li>- Know and recount details from stories about the past.</li> <li>- Recognise key features of objects from different time periods.</li> <li>- Describe similarities and differences from different time periods.</li> <li>- Begin to recognise how and why aspects of life change through different time periods.</li> <li>- Explain how people and events changed things in Britain.</li> <li>- Find out about democracy and why it is important in society.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the importance of steam railways in different periods of time.</li> <li>- Describe some of the similarities and differences with the impact of the Severn Valley Railway of people's lives.</li> <li>- Recognise how industrial changes impacted on people's lives in the past.</li> <li>- Describe historical events using some subject specific vocabulary.</li> <li>- Explain the causes and consequences of historical events.</li> <li>- Explain the impact of past events on people's lives today.</li> <li>- Describe significant people from the past and their achievements.</li> <li>- Begin to explain why people in the past acted the way they did.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to give a broad overview of what life was like in a historical period.</li> <li>- Begin to understand the reasons why people began to settle in Britain.</li> <li>- Begin to explain why Britain was invaded and conquered.</li> <li>- Begin to describe the characteristic features of the past, including the beliefs, attitudes and experiences of men, women and children.</li> <li>- Begin to recognise similarities and differences between people, places and periods of time (Britain and the World).</li> <li>- Begin to understand in more detail the cause and consequence of events.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest why certain events happened and people acted as they did in history.</li> <li>- Recognise the causes and consequences of some of the main events and changes in history.</li> <li>- Understand why Britain has been invaded and conquered.</li> <li>- Begin to study and understand the political and religious concepts in British history.</li> <li>- Describe with increased accuracy and specific vocabulary, events and places that they have studied.</li> <li>- Find out about beliefs, behaviours and characteristics of historical cultures and cultural changes within a period.</li> <li>- Find out key details and information about events and people studied.</li> <li>- Begin to compare life experiences of the rich and poor within a period.</li> <li>- Begin to explore how society changed within a period studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop their understanding of religion and the political structure in British history.</li> <li>- Find out about beliefs, behaviours and characteristics of historical cultures and how they develop over a period.</li> <li>- Explain with increased detail, events from the past have shaped our lives today, and how past cultures influence our cultures today.</li> <li>- Describe the characteristics of the past in increased detail, looking how beliefs, attitudes and ideas impacted on the rich and poor in society.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe key characteristics and events of a period recognise the impact these have on different groups of people within a period.</li> <li>- Explain connections and trends between the period studied but also other places from a similar period.</li> <li>- Begin to explain the cause and consequences of some key events from a period. Confidently describe historical events and the lives of historical figures who they have studied.</li> <li>- Examine causes and results of events, and how these have shaped the world today.</li> </ul>
<p><b>Sources and Interpretation</b></p>	<ul style="list-style-type: none"> <li>- Compare adults talking about the past and start to think about reliability.</li> <li>- Use a range of sources to learn about the past and begin to talk about reliability.</li> <li>- Start to recognise different ways of representing the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose stories and sources from the past to show they understand events or people from the past.</li> <li>- Select parts of stories or sources to support reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at representations from the period, such as artefacts.</li> <li>- Begin to compare different forms of evidence and discuss their reliability and importance.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe different accounts of historical events, explaining why the accounts may differ.</li> <li>- Offer reasons for different versions of historical events.</li> <li>- Compare accounts from different sources and</li> </ul>	<ul style="list-style-type: none"> <li>- Offer reasons for different versions of historical events (oral/written).</li> <li>- Compare accounts from different sources and start to evaluate their reliability.</li> </ul>	<ul style="list-style-type: none"> <li>- Start to connect various sources and begin to understand how theories and conclusions were arrived at.</li> <li>- Show an awareness of</li> </ul>

	<ul style="list-style-type: none"> <li>- Understand the differences between facts and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to explain why some sources are more reliable than others.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe different accounts of a historical event, explaining some of the reasons why accounts may differ.</li> <li>- Compare a range of sources and artefacts from the time and begin to explain how they can be used to learn about the past.</li> <li>- Compare the similarities and differences in evidence from the past and begin to provide reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>- start to evaluate their reliability.</li> <li>- Begin to identify primary and secondary sources.</li> <li>- Begin to compare accounts from different sources and start to evaluate their reliability.</li> <li>- Begin to understand that the past cannot be understood from a single source and sources come in different forms.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to identify primary and secondary sources.</li> <li>- Use and analyse different sources – artefacts, texts, sources.</li> <li>- Compare and contrast the reliability of different forms of evidence.</li> <li>- Start to link sources and begin to understand how conclusions were arrived at.</li> <li>- Begin to show an awareness that different evidence will lead to different conclusions and use evidence to analyse different sources.</li> </ul>	<ul style="list-style-type: none"> <li>- propaganda and analyse how this might affect the message of the source.</li> <li>- Be aware that different evidence will lead to different conclusions and use evidence to analyse different sources.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>- Ask questions about the past.</li> <li>- Find out about the past by talking to different aged people.</li> <li>- Show some understanding of how evidence is collected from different sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and talk about how people find out about the past.</li> <li>- Ask and answer questions about the past using sources.</li> <li>- Research the life of a significant individual using sources including the internet (guided by an adult).</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use evidence to ask questions and find answers to questions about the past.</li> <li>- Begin to use research skills to find out facts about the time period they are studying.</li> <li>- Begin to suggest suitable sources for enquiry and use more than one sources to support reasoning.</li> <li>- Begin to recognise the role archaeologists and science have when trying to understand the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to ask questions and find answers to questions about the past.</li> <li>- Suggest suitable sources for enquiry and use more than one source to accurately describe the past.</li> <li>- Recognise the importance of archaeologists when studying a period.</li> <li>- Use their research skills to find out the period they are studying.</li> </ul>	<ul style="list-style-type: none"> <li>- Test out a hypothesis using sources to answer a question.</li> <li>- Devise historical questions about the period they are studying.</li> <li>- Begin to evaluate the accuracy of primary and secondary sources of a period being studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Bring knowledge gathered from several sources to a fluent and detail account.</li> <li>- Confidently use multiple sources to research and answer historical questions.</li> <li>- Select relevant historical information to answer historical questions.</li> </ul>
<b>Organisation and Communication</b>	<ul style="list-style-type: none"> <li>- Share stories about the past and describe differences learnt.</li> <li>- Talk, draw and write about aspects of the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Record what they have learnt by drawing and writing, including ICT.</li> <li>- Speak about how and what they have found out the past (role play / presentation).</li> <li>- Record what they have learnt by drawing and</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate their knowledge and understanding through more detailed writing, drawing, comparison grids and ICT.</li> <li>- Begin to communicate their learning (oral or written) using subject</li> </ul>	<ul style="list-style-type: none"> <li>- Use a variety of formats to share their knowledge and understanding in an increasingly detailed way.</li> <li>- Communicate their learning in an organised and structured way using appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide an account of a historical event based upon more than one source.</li> <li>- Present knowledge and understanding based upon given sources.</li> </ul>	<ul style="list-style-type: none"> <li>- Present findings of an independent enquiry, based upon a range of sources.</li> <li>- Provide an account of a historical event</li> </ul>

		writing using increasingly appropriate subject specific vocabulary.	specific terms and vocabulary.	- Begin to present their knowledge and understanding of a period or person using different sources to support their reasoning.		based on multiple sources, which may be conflicting.
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<b>Chronological Understanding</b>	Children sequence events, stories, pictures and periods over time to show how different times relate to each other and to contribute to a coherent understanding of the past. Includes the idea of change and continuity over time.
<b>Historical Knowledge and Understanding</b>	Children gain knowledge of what life was like in a range of historical time periods and places, as well as studying key events and people. They can identify similarities and differences, connections and trends. When looking at historical events, children should begin to explore the concept of cause and consequence.
<b>Sources and Interpretation</b>	Children learn how our knowledge of the past is constructed from a range of sources. They learn to assess the reliability of evidence and begin to understand that history is not always objective.
<b>Historical Enquiry</b>	Children are given opportunities to ask and research historical questions about change, cause, similarity, difference and significance. Children should answer these questions for themselves, selecting the relevant historical information.
<b>Organisation and Communication</b>	Children present their understanding in a variety of different ways, using age-appropriate historical vocabulary.

## Substantive Knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Innovation</b>		<ul style="list-style-type: none"> <li>To examine and sort several toys by their characteristics and begin to explain some of the technological advances in toy design and use.</li> <li>To investigate how school has changed over time.</li> <li>To know how and why classroom design and resources have changed.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how upgrading trains to diesel had a major impact on the running of the Severn Valley Railway.</li> <li>To understand how planning, building design and materials used improved when rebuilding London.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how different materials changed people's daily lives in Britain.</li> <li>To understand how the Shang people developed writing and a calendar, beginning to recognise the significance of this.</li> </ul>	<ul style="list-style-type: none"> <li>To know how the Roman army was organised and learn some of the technological advancements that made them so effective.</li> <li>To know and describe some of the technological advancements that had an impact on society within Roman Britain.</li> <li>To recognise key technological advancements and how this supported economical and social changes in Stourport.</li> </ul>		<ul style="list-style-type: none"> <li>To know how The Maya Civilisation sustained itself through farming and trade.</li> <li>I know that different innovations had different impacts on people's lives in ancient times.</li> <li>To understand the impact the creation of the NHS had on the people of Britain and what difficulties they had prior to its establishment.</li> </ul>



<p><b>Trade</b></p>		<ul style="list-style-type: none"> <li>To begin to communicate how trends from around the world began to influence the types of toys family members played with.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how steam railways supported the expansion of agriculture and industry in our area.</li> </ul>		<ul style="list-style-type: none"> <li>To know how the Industrial Revolution shaped Stourport-on-Severn.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of the geographical location of Ancient Greece and how it supported a thriving trading system.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how The Maya Civilisation sustained itself through farming and trade.</li> <li>I know that trade was an essential part of ancient civilisations and recognise its importance of helping to develop the world.</li> <li>To recognise the impact WWII had on trade between countries in the British Empire and on British people.</li> </ul>
<p><b>Democracy</b></p>		<ul style="list-style-type: none"> <li>To investigate the government's response to equality and civil rights in the USA during the 1950s and 1960s.</li> </ul>				<ul style="list-style-type: none"> <li>To understand the role of politics and democracy and how it created a more unified England during unsettled times.</li> <li>To recognise how different societies are governed and explain what this</li> </ul>	<ul style="list-style-type: none"> <li><b>To know the political landscape during the war and why the British people wanted a significant change to politics and government post-war.</b></li> </ul>

						meant for the people.	
<b>Invasion and Settlement</b>			<ul style="list-style-type: none"> <li>• To understand that after WWII the economy needed rebuilding and there were labour shortages.</li> <li>• People were invited to the UK and many of them had fought with the British Armed Forces in WWII.</li> </ul>	<ul style="list-style-type: none"> <li>• To investigate early communities and where they lived, how they lived and what impacted on their lives.</li> <li>• To understand the geographical location of Shang helped support society to expand and thrive.</li> <li>• To understand how the geographical location of ancient Egypt allowed the society to expand and thrive.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the terms 'invade' and 'settle' and know key events of the early unsuccessful and successful attempts to invade.</li> <li>• To understand who the Celtic people were and why the Romans wanted to control Britain during this time.</li> <li>• To know and sequence key events in the migration of Anglo-Saxons in Britian.</li> <li>• To know and explain who the Picts and Scots were and describe the geographical locations of their sites and how this supported everyday life.</li> </ul>		<ul style="list-style-type: none"> <li>• I know that the locations of the ancient civilisations played a vital role in sustaining and growing settlements.</li> <li>• To investigate the impact of WWII on the British people and those within the British Empire.</li> </ul>
<b>Religion</b>				<ul style="list-style-type: none"> <li>• To investigate how early settlers</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the Gods and</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how religion in</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the impact of Maya</li> </ul>

				<p>cared for their dead.</p> <ul style="list-style-type: none"> <li>To understand the importance of archaeological finds such as artefacts and sites provide a significant and detailed understanding of ancient Egyptian life and life after death.</li> </ul>	<p>Goddesses that the Romans worshipped and how they later become Christians.</p> <ul style="list-style-type: none"> <li>To recognise the impact of Paganism and Christianity during the Saxon times.</li> </ul>	<p>Viking Britain changed from Paganism to Christianity.</p> <ul style="list-style-type: none"> <li>To understand the impact of religion on Greek society.</li> <li>To know the impact of Henry VIII's decision to break away from the Catholic Church had on the future faith of England.</li> </ul>	<p>faith on its people's lives and decisions.</p>
<b>Monarchy</b>						<ul style="list-style-type: none"> <li>To understand the importance of King Alfred and how it lead to a more unified England.</li> <li>To know the turmoil that surrounded monarchy in England before Henry VII's reign.</li> </ul>	

The EYFS curriculum supports children’s understanding of History through the planning and teaching of ‘Understanding the World’. This aspect is about how children find out about the past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and the lives of others including famous people from the past. Practitioners encourage investigative behaviour and raise questions such as ‘What do you think?’, ‘Tell me more about’, ‘what will happen if...’ ‘What else could we try?’ ‘What could it be used for?’ and ‘How might it work?’ The use of language related to time is used in daily routines and conversations with children for example ‘yesterday’, ‘old’, ‘past’, ‘now’, and ‘then’. We have a specific focus on children’s own history but also provide opportunities for children to find out about life before they were born encouraging discussions about how things have changed.

Understanding the World	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of 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>	<p><b>Autumn Term:</b> <i>All about me:</i></p> <ul style="list-style-type: none"> <li>• Discussing our families, recounting fun family experiences in our past. <a href="#">Links to ks1 - chronology</a></li> <li>• Thinking about changes in our life as we grow and get older. <a href="#">Link to KS1 changes within living memory / chronology</a></li> <li>• People in the community who help us – nurses: Find out about Florence Nightingale and compare how hospitals have changed. <a href="#">Link to</a></li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I know about my family and where I was born.</li> <li>• I know that as I get older I can do different things.</li> <li>• I know that my Grandparents are my Mum and Dads parents.</li> <li>• I know that things have changed since my Mum and Dad were little.</li> <li>• I know which objects are from the past and which are modern. (toys / home artefacts)</li> <li>• I know some facts about people from the past – Guy Fawkes,</li> </ul>

	<p>including figures from the past.</p>	<p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</li> </ul>	<p><b>KS1 the lives of significant individuals in the past</b></p> <p><i>Festivals:</i></p> <ul style="list-style-type: none"> <li>Explore festivals and family traditions from different cultures inc: Christmas, bonfire night (Guy Fawkes) Diwali, Harvest Festival, Remembrance Day</li> </ul> <p><b>Spring Term:</b></p> <p><b>Around the word:</b></p> <ul style="list-style-type: none"> <li>Transport – look at transport today and transport in the past – discussions on how it has changed - similarities and differences.</li> <li>Know who Amelia Earhart is and what she did. <b>Links to significant individuals in the past</b></li> <li>Recount experiences of Christmas -</li> <li>Spring Festivals – Pancake day, Easter</li> <li>Explore the festival and family traditions of Chinese New Year.</li> </ul> <p><b>Summer Term:</b></p> <p><i>Come Outside:</i></p> <ul style="list-style-type: none"> <li><i>Observe changes over time – bean growing</i></li> </ul> <p><i>Stories set in the past / Seaside and Pirates:</i></p> <ul style="list-style-type: none"> <li>Recount and share family experiences of holidays in UK and abroad – <b>links to ks1 – using vocabulary relating to the passing of time /</b></li> <li>Talk about how holidays have changed over time – look at pictures of holidays in the past. Similarities and differences. <b>Links to talking about ways of life in a different period</b></li> </ul>	<p>Florence Nightingale, Amelia Earhart, Mary Anning</p> <ul style="list-style-type: none"> <li>I know about some key historical events and why we celebrate today (Remembrance, bonfire, Christmas)</li> <li>I know that some stories have been around for a long time and that some are new.</li> <li>I know that families celebrate in different ways.</li> <li>I can comment on images of familiar situations in the past.</li> <li>I can describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</li> <li>I know how holidays have changed over the years</li> <li>I know that transport in the past is different to transport to today and can talk about some of the differences.</li> <li>I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year).</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes, Florence Nightingale, Amelia Earhart</li> </ul>
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- Know that they can find out about the past using books, artefacts and technology
- Significant person from the past - Mary Anning – who is she and what did she do?

**General learning throughout the year:**

- Through interactions talking about what they did yesterday, last week, last year – linked to visual timetable.
- Personal history; how they celebrate Christmas, new year, family celebrations such as Birthdays – throughout the year.
- Learning about the family traditions of children in class from different cultural backgrounds.
- Class calendar – daily
- Learning journey - children have opportunities to look back the things they have been doing and talk about it
- Visual timetable
- Class timeline – key events

**Readiness for Year 1**

- Use words associated with the past including yesterday, last week, last year
  - Use past tense when speaking about things that happened in the past
  - Share their memories of significant events in their own lives.
  - Talk about things that have changed
  - Begin to put these events in order
  - Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.
  - Talk about the order of events in a range of familiar stories.
  - Recognise language in stories that shows the story happened in the past.
  - Know that important things happened in the world before they were alive
  - Know about some important people from the past

## EFYS History Skills

<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>Sequence familiar events in order (First, next, last).</li> <li>Read stories about events/people from the past.</li> <li>Add stories or events to a class timeline and discuss where and why it has been placed in a certain place.</li> </ul>
<b>Historical Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>To look at people from different periods of time and learn about vocabulary or objects linked to that period.</li> <li>To look at what is similar and different to their own lives.</li> <li>To share why events happened in stories they have read and what this tells us about the people/places.</li> </ul>
<b>Sources and Interpretation</b>	<ul style="list-style-type: none"> <li>To recognise that objects, photographs, books etc. Are how we find out about the past and what can be learnt from these sources.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>To ask questions about the past.</li> <li>To use what has been learnt to answer questions.</li> </ul>
<b>Organisation and Communication</b>	<ul style="list-style-type: none"> <li>To share what I have learnt about the past in my 'show and tell' activities and in other relevant ways of recording.</li> </ul>

## KS1

Year 1	Knowledge	Vocabulary	Historical Skills	Related Sources or Sites
	<p><b>NC Link: Changes Within Living Memory</b> <b><u>Childhood Toys: Then and Now</u></b></p> <ul style="list-style-type: none"> <li>I can explain why the toys my parents/grandparents played with are different from my own.</li> <li>I can name some of the toys that were popular in the 1950s – 90s.</li> <li>I can sequence toys in a chronological order from oldest to newest.</li> <li>I can describe changes in toy designs and their purposes to support 'play'.</li> <li>I recognise influences and trends in toy design.</li> </ul> <p><b><u>Enquiry Question – How have batteries changed toy design?</u></b></p> <p><b><u>Innovation</u></b></p> <ul style="list-style-type: none"> <li>To examine and sort several toys by their characteristics and be able to explain</li> </ul>	Battery toy wind up material plastic wood fabric design parents grandparents old new past present digital	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>Put several objects in chronological order.</li> <li>Talk about how things were different when their parents and grandparents were children.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>Know and recount details from stories about the past.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Compare adults talking about the past and start to think about reliability.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Ask questions about the past.</li> <li>Find out about the past by talking to different aged people.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>Share stories about the past and describe differences learnt.</li> </ul>	<p><b><u>Websites:</u></b> The Museum of Childhood <a href="http://www.vam.ac.uk/moc/learning/">http://www.vam.ac.uk/moc/learning/</a></p> <p>Use the 'search' and enter 'toys' to see examples.</p> <p>BBC Bitesize – childhood through time <a href="https://www.bbc.co.uk/bitesize/topics/zc9s6g8">https://www.bbc.co.uk/bitesize/topics/zc9s6g8</a></p> <p><b><u>Non-fiction texts:</u></b> Puppets by Wendy Sadler (Heinemann Library) Toys and Games by Sally Hewitt (Franklin Watts) Toys and Games by Liz Gogerly (Hodder Wayland)</p>

some of the technological advances in toy design and use.

**Trade**

To begin to communicate how trends from around the world began to influence the types of toys family members played with in different times.

**Disciplinary Knowledge:**

**Change and Continuity**

- To ask questions about the favourite toys family members had and communicate their findings.
- To know some of the similarities and changes in toy design due to differences of ways of life during these times.

**Similarities and Differences**

- To make simple observations about the different types toys their parents/grandparents played with.
- To compare and explain the experiences different people had with their favourite toys.

**Sources of Evidence (Historical Enquiry)**

- Ask and answer questions about the reliability of the sources (primary/oral) used to find out about toys from the past.
- Combine evidence gathered from sources to provide an overall conclusion.



### **Changes Within Living Memory**

#### **School: Then and Now**

- I can identify classrooms from the past (1970s, Victorians) and objects within them.
- I can describe classrooms of the past and compare them to classrooms today.
- I can describe objects found within a classroom from the past and describe their uses.
- I can describe the similarities and differences between schools from the past and today.
- I can begin to explain why schools today are different from the past.
- I can identify some significant changes in school from the past to present and begin to explain why these changes have happened.
- I can begin to explain the impact of school rules and building design had on children (punishments, rewards, Layout of school buildings).

#### **Enquiry Question – Which change of school life had the most positive impact on children’s school experiences?**

#### **Substantive Knowledge:**

##### **Innovation**

- To investigate how school has changed over time.
- To know how and why classroom design and resources have changed over time.

#### **Disciplinary Knowledge:**

### **Chronological Understanding**

- Put several objects in chronological order (features and designs).

### **Historical Knowledge and Understanding**

- Recognise key features of objects from different time periods (teaching boards, stationary, seating arrangements).
- Describe similarities and differences from different time periods.
- Begin to recognise how and why aspects of life change through different time periods (clothing, technology, punishment).

### **Sources and Interpretation**

- Use a range of sources to learn about the past and begin to talk about reliability.

### **Historical Enquiry**

- Show some understanding of how evidence is collected from different sources.

### **Organisation and Communication**

- Talk, draw and write about aspects of the past.

	<p><b><u>Change and Continuity</u></b></p> <ul style="list-style-type: none"> <li>- To describe objects found in school from the past and describe their uses.</li> </ul> <p><b><u>Similarities and Differences</u></b></p> <ul style="list-style-type: none"> <li>- To identify similarities and differences in objects found within classrooms and describe how they impacted on children.</li> <li>- To identify similarities and differences in school design over time and how this impacted on children.</li> </ul>			
	<p><b><u>Significant Individuals</u></b> <b><u>Ruby Bridges and Rosa Parks– Civil Rights</u></b></p> <ul style="list-style-type: none"> <li>- I know about ‘civil rights’ and how black people lived during the 1950s and 1960s in America.</li> <li>- I know some key events of the 1950s and 1960s for black Americans and the impact these had.</li> <li>- I can explain how people treated black people during this time in different places.</li> <li>- I know how Rosa Parks fought for equal rights that led to the Civil Rights Act of 1957.</li> <li>- I know that Ruby Bridges and 5 others passed an exam which allowed them to attend an all-white school.</li> <li>- I can begin to explain the significance of Ruby’s family’s decisions and Rosa Parks’ actions helped other black people in the future.</li> </ul>	<p>segregation desegregation Civil Rights racism / unfairness equal rights slavery social justice fairness discrimination movement</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Begin to use dates and talk about events from the past.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Explain how people and events changed things in Britain and the USA.</li> <li>- Find out about democracy and why it is important in society.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Start to recognise different ways of representing the past.</li> <li>- Understand the differences between facts and fiction.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Show some understanding of how evidence is collected from different sources.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Talk, draw and write about aspects of the past.</li> </ul>	<p><a href="#">Civil Rights Movement: Timeline, Key Events &amp; Leaders   HISTORY</a></p> <p><a href="#">Ruby Bridges   National Women's History Museum (womenshistory.org)</a></p> <p><a href="#">Rosa Parks: Bus Boycott, Civil Rights &amp; Facts   HISTORY</a></p>

**Enquiry Question – Why did Rub Bridges’ education have such an impact on Civil Rights?**

**Substantive Knowledge:**

**Democracy**

- To investigate the government’s response to equality and civil rights in the USA during the 1950s and 1960s.

**Disciplinary Knowledge:**

**Cause and Consequence**

- To recognise the significance of government and state responses to events that involved black and white people.

**Historical Significance**

- To recognise the significance of people’s response to situations and the impact they had on others.

**Sources of Evidence (Historical Enquiry)**

- Ask and answer questions about the reliability of the sources (primary/oral) used to find out about toys from the past.
- Combine evidence gathered from sources to provide an overall conclusion.

**Non-Topic Specific Vocabulary:**

Sources, chronology (order things by the passing of time), similar, opinion, inventions, innovate, difference, modern, decade, artefact, equality, timeline, chronology.

Year 2	Knowledge	Vocabulary	Skills	Related Sources or Sites
	<p><b>NC Link: Significant Historical Events, People and Place in Their Locality - The Severn Valley Railway.</b> <b><u>Local History – The Severn Valley Railway</u></b></p> <ul style="list-style-type: none"> <li>- I know some key dates (1853-1862) in the designing and building of the Severn Valley Railway.</li> <li>- I know the original purpose and service of the Severn Valley Railway (transport for agriculture and industry).</li> <li>- I know in 1948 government changes (nationalised railways) had a major impact of steam engines (changes to diesel).</li> <li>- I know how a group of enthusiasts rescued the Severn Valley Railway from closure.</li> <li>- I can describe how the current purpose of the Severn Valley Railway has changed.</li> <li>- I can investigate people’s opinions of the Severn Valley Railway today and compare it to how it has been views in the past.</li> </ul> <p><b><u>Enquiry Question – Why have steam trains have been so important to our local area?</u></b></p> <p><b><u>Substantive Knowledge:</u></b> <b><u>Innovation and Trade</u></b></p> <ul style="list-style-type: none"> <li>- <i>To understand how steam railways support the expansion of agriculture and industry in our area.</i></li> <li>- <i>To understand how upgrading trains to diesel had a major impact on the running of the Severn Valley Railway.</i></li> </ul>	<p>steam diesel nationalisation agriculture industry volunteer</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Place key events on a timeline using dates.</li> <li>- Recognise the change of purpose and continuity of railways.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Understand the importance of steam railways in different periods of time.</li> <li>- Describe some of the similarities and differences with the impact of the Severn Valley Railway of people’s lives.</li> <li>- Recognise how industrial changes impacted on people’s lives in the past.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Choose stories and sources from the past to show they understand events or people from the past.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Understand and talk about how people find out about the past.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Record what they have learnt by drawing and writing, including ICT.</li> </ul>	

<p><b><u>Disciplinary Knowledge:</u></b>  <b><u>Change and Continuity (Chronological Knowledge and Understanding)</u></b></p> <ul style="list-style-type: none"> <li>- To understand the industrial landscape in the area and how it was impacted by the introduction of the Severn Valley Railway.</li> <li>- To understand the impact of the nationalisation of the railways and change to diesel engines.</li> </ul> <p><b><u>Similarities and Differences (Chronological Knowledge and Understanding)</u></b></p> <ul style="list-style-type: none"> <li>- To recognise similarities and differences between the railway today compare due its original purpose.</li> </ul> <p><b><u>Sources of Evidence (Historical Enquiry)</u></b></p> <ul style="list-style-type: none"> <li>- Use newspaper articles, photographs and opinions to investigate why the events of nationalising and volunteers changed the Severn Valley Railway.</li> </ul>			
<p><b>NC Link: Events Beyond Living Memory</b>  <b><u>The Great Fire of London</u></b></p> <ul style="list-style-type: none"> <li>- I know what living conditions were like in Stuart London.</li> <li>- I know the order of events of the Great Fire of London.</li> <li>- I know where the fire started and why it spread so quickly.</li> <li>- I know how the fire lasted for 5 days.</li> <li>- I know that Samuel Pepys and John Evelyn wrote accounts of the fire.</li> <li>- I can explain some of the changes that were made when rebuilding London.</li> </ul> <p><b><u>Enquiry Question – What were the key lessons learnt from the Great Fire of London?</u></b></p>	<p>London  fire firefighter  baker Thomas  Farriner  Samuel Pepys  diary  John Evelyn  Planning  Accounts  diary</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Sequence several artefacts, photographs and events on a timeline containing dates.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Describe historical events using some subject specific vocabulary.</li> <li>- Explain the causes and consequences of historical events.</li> <li>- Explain the impact of past events on people’s lives today.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Select parts of stories or sources to support reasoning.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Ask and answer questions about the past using sources.</li> <li>- Understand and talk about how people find out about the past.</li> </ul> <p><b><u>Organisation and Communication</u></b></p>	

<p><b>Substantive Knowledge:</b></p> <p><b><u>Innovation</u></b></p> <ul style="list-style-type: none"> <li>- To understand how planning, building design and materials used improved when rebuilding London.</li> </ul> <p><b>Disciplinary Knowledge:</b></p> <p><b><u>Cause and Consequence (Chronological Knowledge and Understanding)</u></b></p> <ul style="list-style-type: none"> <li>- To order the events of the Great Fire of London.</li> <li>- To explain the causes and consequences of the Great Fire of London.</li> <li>- To describe the changes made because of the Great Fire of London.</li> </ul> <p><b>Sources of Evidence (Historical Enquiry)</b></p> <ul style="list-style-type: none"> <li>- To understand how we know about the Great Fire of London from written sources.</li> </ul> <p><b>Historical Significance</b></p> <p>To understand how the fire cleansed disease during the Great Plague of 1665 and how city planning rebuilt the city using improved safety measures.</p>		<ul style="list-style-type: none"> <li>- Speak about how and what they have found out the past (role play / presentation).</li> </ul>	
<p><b>NC Link: Lives of Significant Individuals</b></p> <p><b><u>Significant Individuals - Benjamin Zephaniah</u></b></p> <ul style="list-style-type: none"> <li>- To recognise the events of WWII and the impact this had on the British people (basic overview).</li> <li>- To understand where the Caribbean is and how Caribbean people were invited to the UK to help rebuild post-war (Basic overview – check Year 6 plan on Windrush).</li> <li>- To recognise the influences on Benjamin’s life and why these were important to him (Reggae music and poetry).</li> </ul>	<p>HMT Empire Windrush</p> <p>migrant</p> <p>mistreated</p> <p>post-war</p> <p>Reggae</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Place key events on a timeline using dates.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Describe significant people from the past and their achievements.</li> <li>- Begin to explain why people in the past acted the way they did.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Begin to explain why some sources are more reliable than others (primary and secondary).</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Research the life of a significant individual using sources including the Internet (guided by an adult).</li> </ul>	<p><a href="#">Who were the Windrush generation and what is Windrush Day? - BBC News</a></p> <p><a href="#">Benjamin Zephaniah - Kids   Britannica Kids   Homework Help</a></p> <p><a href="#">Biography - Benjamin Zephaniah</a></p>

<ul style="list-style-type: none"> <li>- To know some of the early pieces of work and performances Benjamin produced and the impact it had on people in his local area/UK.</li> <li>- To recognise the later work of Benjamin reached a global audience and how this helped provide a platform to inspire others.</li> <li>- To recognise the honours received by Benjamin for his work and begin to recognise his response to being offered an OBE in 2003.</li> </ul> <p><b>Substantive Knowledge:</b> <b><u>Invasion and Settlement</u></b></p> <ul style="list-style-type: none"> <li>- To understand that after WWII the economy needed rebuilding and there were labour shortages.</li> <li>- People were invited to the UK and many of them had fought with the British Armed Forces in WWII.</li> </ul> <p><b>Disciplinary Knowledge:</b> <b><u>Cause and Consequence</u></b></p> <ul style="list-style-type: none"> <li>- To recognise the impact WWII had on Britain and how it impacted on the ability to rebuild.</li> <li>- To recognise how people were treated and the impact this had on their lives.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- To recognise and understand how through his actions and subject matter, Benjamin gave people a voice or drew attention to subject matter.</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>- To use a range of sources to construct a view of the past and recognise how they can help us.</li> </ul> <p><b><u>Enquiry Question – How successful was Benjamin Zephaniah on spreading messages to people from all around the world?</u></b></p>		<p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Record what they have learnt by drawing and writing using increasingly appropriate subject specific vocabulary.</li> </ul>	
<p><b>Non-Topic Specific Vocabulary:</b> Chronology, chronological order, period, significant, research, evidence, sources, presentation, rebuild, Caribbean, Birmingham,</p>			

Year 3	Knowledge	Vocabulary	Skills	Related Sources or Sites
	<p><b>NC Link: Changes in Britain from the Stone Age to the Iron</b></p> <ul style="list-style-type: none"> <li>- I know what the term ‘prehistory’ means and how people find out about this period without written records.</li> <li>- I know how and when people first came to Britain and how they lived (Palaeolithic).</li> <li>- I know Britain’s coastline changed during the Mesolithic period and how it impacted on people’s lives (Star Carr)</li> <li>- I know how people’s lives changed from the Mesolithic to the Neolithic period. (Skara Brae)</li> <li>- I know how bronze had an impact life in Britain supported permanent settlements.</li> <li>- I know how iron impacted on people’s lives in Britain.</li> <li>- I know that most of our evidence for the Stone Age to the Iron Age comes from archaeology and artefacts.</li> <li>- I know how early settlers cared for their dead.</li> </ul> <p><b>Substantive Knowledge:</b></p> <p><b><u>Invasion and Settlement</u></b></p> <ul style="list-style-type: none"> <li>- <b>To investigate early communities and where they lived, how they lived and what impacted on their lives.</b></li> </ul> <p><b><u>Religion</u></b></p> <ul style="list-style-type: none"> <li>- <b>To investigate how early settlers cared for their dead.</b></li> </ul> <p><b><u>Innovation</u></b></p> <ul style="list-style-type: none"> <li>- <b>To learn how different materials changed people’s daily lives in Britain.</b></li> </ul> <p><b><u>Disciplinary Knowledge: Chronological knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- <b>Use dates and historical terms to describe events.</b></li> </ul>	<p>prehistory hunter gatherer nomad Palaeolithic Mesolithic Neolithic tribe neanderthal homo sapiens Beaker bronze hillfort</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Begin to use dates and historical terms to describe events.</li> <li>- Begin to recognise some of the different time periods within British history.</li> <li>- Begin to understand the concept of ‘change’ over different time periods.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Begin to give a broad overview of what life was like in a historical period.</li> <li>- Begin to understand the reasons why people began to settle in Britain.</li> <li>- Begin to explain why Britain was invaded and conquered.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Look at representations from the period, such as artefacts.</li> <li>- Begin to compare different forms of evidence and discuss their reliability and importance.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Begin to use evidence to ask questions and find answers to questions about the past.</li> <li>- Begin to use research skills to find out facts about the time period they are studying.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Communicate their knowledge and understanding through more detailed writing, drawing, comparison grids and ICT.</li> <li>- Begin to communicate their learning (oral or written) using subject specific terms and vocabulary.</li> </ul>	



- Recognise different time periods within British history using some features linked to it.

Continuity and Change

- Use artefacts to describe changes or make links to everyday life across different periods of time.

Enquiry Question – How have artefacts helped you understand periods of history?

<p><b>NC Link: The Achievements of the Earliest Civilisations - The First Early Civilisations</b></p> <p><b><u>The Shang Dynasty</u></b></p> <ul style="list-style-type: none"> <li>• I can find China on a map and locate Shang on a map of China.</li> <li>• I can locate Shang on a timeline and compare it to other events/locations around the world at the same time.</li> <li>• I can name and describe some of the artefacts found at Fo Hao's tomb and begin to understand what this tells us.</li> <li>• I can explain parts of someone's lifestyle and status by looking at grave goods and artefacts.</li> <li>• I know that the Shang Dynasty was ruled by kings and can describe some of their beliefs and advancements during their reigns.</li> <li>• I know about some of the innovations during the Shang period and can describe their significance (writing and calendar).</li> <li>• I can describe the Zhou army and recognise how they were able to end the Shang Dynasty.</li> </ul> <p><b><u>Enquiry Question – Why were artefacts so important in understand the Shang Dynasty.</u></b></p>	<p>ancient Dynasty Shang king Fo Hao peasants royalty oracle bones beliefs sacrifice Zhou army</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Begin to use timelines that show multiple periods of time from different parts of the world.</li> <li>- Begin to use dates, events and prior knowledge to compare and show how they may relate to each other.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Begin to recognise similarities and differences between people, places and periods of time (Britain and the World).</li> <li>- Begin to understand in more detail the cause and consequence of events.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Compare a range of sources and artefacts from the time and begin to explain how they can be used to learn about the past.</li> <li>- Compare the similarities and differences in evidence from the past and begin to provide reasons for this.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Begin to use evidence to ask questions and find answers to questions about the past.</li> <li>- Begin to use research skills to find out facts about the time period they are studying.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Communicate their knowledge and understanding through more detailed writing, drawing, comparison grids and ICT.</li> <li>- Begin to communicate their learning (oral or written) using subject specific terms and vocabulary.</li> </ul>	<p><a href="http://chinahighlights.com">The Shang Dynasty Map, Area Map of the Shang Chao (chinahighlights.com)</a></p> <p><a href="#">Imperial China: Civilization and Society   TimeMaps</a></p> <p><a href="#">Pull-out Posters: Primary History 69 / Historical Association</a></p> <p><a href="#">Pull-out Posters: Primary History 67 / Historical Association</a></p> <p><a href="#">Pull-out Posters: Primary History 68 / Historical Association</a></p> <p><a href="http://www.washington.edu">FU HAO'S TOMB (washington.edu)</a></p> <p><a href="#">Archaeology Excavations: Archaeology Excavations at the Tomb of Fu Hao</a></p> <p><a href="http://www.ancientchina.co.uk/crafts/explore/exp_set.html">http://www.ancientchina.co.uk/crafts/explore/exp_set.html</a></p> <p><a href="http://www.metmuseum.org/toah/hd/shzh/hd_shzh.htm#slideshow1">http://www.metmuseum.org/toah/hd/shzh/hd_shzh.htm#slideshow1</a></p> <p><a href="http://ushistory.org">Shang Dynasty — China's First Recorded History [ushistory.org]</a></p> <p><a href="http://history.org.uk">The Shang: What can we tell about an ancient civilisation from one tomb? / Historical Association (history.org.uk)</a></p> <p><a href="https://www.ks2history.com/battle-of-muye-guide">https://www.ks2history.com/battle-of-muye-guide</a></p>
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<p><b>Substantive Knowledge:</b></p> <p><b>Invasion and Settlement</b></p> <ul style="list-style-type: none"> <li>- To understand the geographical location of Shang helped support a society to expand and thrive.</li> </ul> <p><b>Innovation</b></p> <ul style="list-style-type: none"> <li>- To understand how the Shang people developed writing and a calendar, beginning to recognise its significance.</li> </ul> <p><b>Disciplinary Knowledge:</b></p> <p>Similarities and Difference</p> <ul style="list-style-type: none"> <li>- To recognise similarities and differences between geographical locations of settlements and social hierarchy.</li> </ul> <p>Historical Significance</p> <ul style="list-style-type: none"> <li>- To understand the importance of the development of writing, stratified government, development of bronze technology and advancements in warfare.</li> </ul> <p>Sources of Evidence</p> <ul style="list-style-type: none"> <li>- To use a range of sources and study a range of artefacts to develop an understanding of a period.</li> </ul>			
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	<p><b>NC Link: The Achievements of the Earliest Civilisations - The First Early Civilisations</b></p> <p><b><u>Ancient Egypt</u></b></p> <ul style="list-style-type: none"> <li>- I know that the Ancient Egyptian civilisation lasted from around 3000 BC to 0 AD.</li> <li>- I know where Ancient Egypt was on a map on how this helped the society thrive.</li> <li>- I know that Tutankhamun was an Egyptian pharaoh. I know that we know lots about him because his tomb was discovered in 1922 by Howard Carter.</li> <li>- I know that artefacts such as the Rosetta stone helped translate hieroglyphics to tell us about everyday life.</li> <li>- I know that Pharaohs were kings and queens of Egypt, who were also believed to be gods.</li> <li>- I know about Egyptian beliefs of life and death by looking at artefacts, burial sites and processes.</li> </ul> <p><b><u>Enquiry Question – How do we know so much about Ancient Egyptian life?</u></b></p> <p><b><u>Substantive Knowledge: Invasion and Settlement</u></b></p> <ul style="list-style-type: none"> <li>- To understand how the geographical location of Ancient</li> </ul>	<p>Pharaoh papyrus scribe sarcophagus tomb pyramid hieroglyphics Tutankhamun Howard Carter Egyptologist</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Begin to use a timeline within a specific period.</li> <li>- Begin to make links between different events on a timeline.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Begin to describe the characteristic features of the past, including the beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Describe different accounts of a historical event, explaining some of the reasons why accounts may differ.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Begin to suggest suitable sources for enquiry and use more than one sources to support reasoning.</li> <li>- Begin to recognise the role archaeologists and science have when trying to understand the past.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Communicate their knowledge and understanding through more detailed writing, drawing, comparison grids and ICT.</li> <li>- Begin to communicate their learning (oral or written) using subject specific terms and vocabulary.</li> </ul>	<p><a href="#">Pull-out Posters: Primary History 73 / Historical Association</a></p> <p><a href="#">Pull-out Posters: Primary History 68 / Historical Association</a></p> <p><a href="#">Pull-out Posters: Primary History 69 / Historical Association</a></p>

	<p>Egypt allowed the society to expand and thrive.</p> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>- To understand the importance of archaeological finds such as artefacts and sites provide a significant and detailed understanding of Ancient Egyptian life.</li> </ul> <p><b>Disciplinary Knowledge: Historical Significance (Historical Enquiry)</b></p> <ul style="list-style-type: none"> <li>- Begin to understand how archaeologists and historians use a range of sources to create a more accurate picture of the past.</li> </ul> <p><b>Historical Interpretation (Sources of Evidence)</b></p> <ul style="list-style-type: none"> <li>- To understand how interpreting artefacts and information can provide different versions of the past.</li> </ul> <p><b>Chronological Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- To place the Ancient Egyptian period of time in a chronological framework with other ancient civilisations.</li> </ul>			
<p><b>Non-Topic Specific Vocabulary</b> period, era, BC/BCE, CE/AD, millennium, age, religion, nomad, prehistoric, ancient, archaeology, archaeologist, gods/goddesses, priests/priestesses, change, continuity, primary source, secondary source, myth, legend, settlement, agriculture.</p>				

Year 4	Knowledge	Vocabulary	Skills	Related Sources or Sites
	<p><b>NC Link: The Roman Empire and its Impact on Britain</b></p> <ul style="list-style-type: none"> <li>- I can define the words 'invade' and 'settle' and understand why people wanted to control Britain.</li> <li>- I know that Julius Caesar tried to invade Britain and Claudius successfully invaded Britain.</li> <li>- I know that the Romans invaded in 43 AD and ruled for about 400 years.</li> <li>- I know that Boudicca was a queen of the Iceni tribe and can use sources (Cassius Dio) to understand how she was described.</li> <li>- I know the how the Roman army was organised and why this was so effective to Roman rule.</li> <li>- I know that when the Romans came to Britain, they introduced straight roads, aqueducts, coins, laws and a written language (Latin).</li> <li>- I know that the Romans worshipped many gods and goddesses. Later, they became Christians.</li> </ul> <p><b>Substantive Knowledge: Invasion and Settlement</b></p> <ul style="list-style-type: none"> <li>- To understand the term 'invade' and 'settle' and know key events of the early unsuccessful and successful attempts to invade.</li> <li>- To understand who the Celtic people were and why the Romans wanted to control Britain during this time.</li> </ul> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>- To recognise the Gods and Goddesses that the Romans worshipped and how they later became Christians.</li> </ul> <p><b>Innovation</b></p>	<p>empire Julius Caesar Claudius emperor centurion auxiliaries Celt aqueduct Latin amphitheatre mosaic</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Recognise some of the time periods of British history, and the overlapping histories of groups that invaded Britain.</li> <li>- Use dates and historical terms to describe events.</li> <li>- Use a timeline to understand the links between major events within a period.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- Suggest why certain events happened and people acted as they did in history.</li> <li>- Recognise the causes and consequences of some of the main events and changes in history.</li> <li>- Understand why Britain has been invaded and conquered.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Describe different accounts of historical events, explaining why the accounts may differ.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Use evidence to ask questions and find answers to questions about the past.</li> <li>- Suggest suitable sources for enquiry and use more than one source to accurately describe the past.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>- Communicate their learning in an organised and structured way using appropriate terminology.</li> </ul>	<p><a href="http://uchicago.edu">Boudica (uchicago.edu)</a></p> <p><a href="#">What was life like in the Roman army? - BBC Bitesize</a></p> <p><a href="#">Roman Britain / Historical Association (history.org.uk)</a></p>

<ul style="list-style-type: none"> <li>- To know how the Roman army was organised and learn some of the technological advancements that made them so effective.</li> <li>- To know and describe some of the technological advancements that had an impact of society within Roman Britain.</li> </ul> <p><b>Disciplinary Knowledge:</b> Chronological knowledge and Understanding</p> <ul style="list-style-type: none"> <li>- To identify and give reasons for the Romans need to invade and settle in Britain.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- To understand the viewpoints of the Celts and Romans towards each other and how this led to invasion and settlement.</li> <li>- To recognise societal changes in Celtic life during the Roman occupation.</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>- Understand how knowledge of the Roman period is constructed from different sources such as artefacts and written sources.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- To recognise how Boudica is a significant person in British history and understand the impact she had on events during this time.</li> </ul> <p><b><u>Enquiry Question – How did the Romans influence Celtic life?</u></b></p>			
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	<p><b>Britain's Settlement by The Anglo-Saxons and Scots.</b></p> <ul style="list-style-type: none"> <li>- I know where the Angles, Saxons, Jutes, Frisians come from, travelled and settled.</li> <li>- I know why they left their own lands and decided to move to Britain.</li> <li>- I know that the Anglo-Saxon period was between 410 – 1066 AD and can sequence key events during this period.</li> <li>- I know who the Scots and Picts were and how we use sources to interpret life in different tribes.</li> <li>- I know that Saxon Britain was made up of Kingdoms and describe some Saxon Kings.</li> <li>- I know that during the Anglo-Saxon times, many people were Christians and some written evidence come from monks.</li> <li>- I know some of the key finds found and Sutton Hoo and recognise how these help understand Saxon society, religion and culture.</li> </ul> <p><b>Substantive Knowledge: Invasion and Settlement</b></p> <ul style="list-style-type: none"> <li>- To know and sequence key events in the migration of Anglo Saxons in Britain.</li> <li>- To know and explain who the Picts and Scots were and describe the geographical locations of their sites and their everyday life.</li> </ul> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>- To recognise the impact of Paganism and Christianity had during the Saxon times.</li> </ul> <p><b>Disciplinary Knowledge: Chronological knowledge and Understanding</b></p>	<p>Angles Saxons Jutes farmer warrior wattle-and daub Sutton Hoo Lindisfarne Christianity monk Augustine Alfred the Great</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Recognise some of the time periods of British history, and the overlapping histories of groups that invaded Britain.</li> <li>- Use dates and historical terms to describe events.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- Begin to study and understand the political and religious concepts in British history.</li> <li>- Describe with increased accuracy and specific vocabulary, events and places that they have studied.</li> <li>- Find out about beliefs, behaviours and characteristics of historical cultures and cultural changes within a period.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Offer reasons for different versions of historical events.</li> <li>- Compare accounts from different sources and start to evaluate their reliability.</li> <li>- Begin to identify primary and secondary sources.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Recognise the importance of archaeologists when studying a period.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>- Use a variety of formats to share their knowledge and understanding in an increasingly detailed way.</li> </ul>	<p>Extracts from sources such as Bede and Anglo-Saxon Chronicle</p> <p>Stories, myths and legends such as Hengist and Horsa; King Arthur, Beowulf, Anglo-Saxon riddles</p> <p>Viking sagas such as Jomsviking, books of Norse stories</p> <p>Sutton Hoo and Facsimile artefacts</p> <p>Staffordshire Hoard</p> <p>Extracts about Alfred from sources such as Gildas and Nennius</p> <p>Myths and legends such as Hengist and Horsa and Beowulf. Discuss the reliability of such evidence</p> <p>Introduce evidence such as Bede and the Anglo-Saxon Chronicle</p> <p>AEthelflaed, AEthelburga, Abbess Hilda;</p>
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	<ul style="list-style-type: none"> <li>- To describe keys dates, historical terms, chronology and changes during this period of time.</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>- To recognise the importance of key archaeological sites and artefacts help us construct an understanding of this period.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>- Compare different sources and version of events and begin to evaluate their reliability.</li> </ul> <p><b>Historical Significance</b></p> <p>Find out about beliefs, behaviours and characteristics of historical cultures and recognise that they might differ within the culture itself.</p> <p><b><u>Enquiry Question – Why is Sutton Hoo such an important site when studying Saxon history?</u></b></p>			
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<p><b>NC Link: Local History Study – Stourport Canal Basin</b></p> <ul style="list-style-type: none"> <li>- I know what the ‘Industrial Revolution’ was and describe some key dates during this time.</li> <li>- I can describe the location of Stourport and why it was an important site to build a canal basin.</li> <li>- I know the canal basins were built at different times and can explain why this happened.</li> <li>- I can describe the professional accomplishments of James Brindley and how these helped develop canals in Britain.</li> <li>- I can recognise some of the social developments and challenges in Stourport during these times.</li> <li>- I can recognise some of the heritage buildings and sites in the locality and compare their purposes past and present.</li> <li>- I recognise that Stourport has diversified as town and can describe the impact of this on the people in the local area.</li> </ul> <p><b><u>Enquiry Question – Have working class people been supported during the history of the Stourport canal basin?</u></b></p> <p><b>Substantive Knowledge: Trade</b></p> <ul style="list-style-type: none"> <li>- To know how the Industrial Revolution shaped Stourport-on-Severn.</li> </ul> <p><b>Innovation</b></p> <ul style="list-style-type: none"> <li>- To recognise key technological advances supported economical and social changes in Stourport.</li> </ul> <p><b>Disciplinary Knowledge: Change and Continuity</b></p> <ul style="list-style-type: none"> <li>- To describe some of the reasons for the Industrial Revolution and the impact this had on towns and cities in the local area.</li> </ul>	<p>canal</p> <p>industrial revolution</p> <p>transport systems</p> <p>engineer</p> <p>basin</p> <p>trade</p> <p>materials expansion</p> <p>decline</p> <p>leisure</p> <p>regeneration</p> <p>diversification</p> <p>impact</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Describe the main changes within a period of history.</li> <li>- Begin to understand the rapid changes and impact these changes have within a period through key events.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Find out key details and information about events and people studied.</li> <li>- Begin to compare life experiences of the rich and poor within a period.</li> <li>- Begin to explore how society changed within a period of time studied.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Begin to compare accounts from different sources and start to evaluate their reliability.</li> <li>- Begin to understand that the past cannot be understood from a single source and sources come in different forms.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Use their research skills to find out the period they are studying.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Begin to present their knowledge and understanding of a period or person using different sources to support their reasoning.</li> </ul>	
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	<ul style="list-style-type: none"> <li>- To recognise the developments of industry and purpose in Stourport and the impact this had on working class people.</li> </ul> <p>Historical Significance</p> <ul style="list-style-type: none"> <li>- To develop an understanding of James Brindley and the impact his engineering accomplishments has on the waterways and trade in Britain.</li> </ul> <p>Historical Interpretation</p> <ul style="list-style-type: none"> <li>- To recognise how different sources provide varying viewpoints of Stourport-on-Severn and why this may occur.</li> </ul>			
<p><b>Non-Topic Specific Vocabulary</b> empire, civilisation, settlers, migration, tribe, kingdom, conversion, raid, culture, democracy, impact, achievement, effect, legacy, consequence, continuity, society.</p>				

Year 5	Knowledge	Vocabulary	Skills	Related Sources or Sites
	<p><b>NC Link: The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <ul style="list-style-type: none"> <li>- I know that the Vikings came from Denmark, Norway and Sweden.</li> <li>- I know that the Vikings began to raid in 793 CE and that they attacked Lindisfarne during this year.</li> <li>- I recognise why monasteries were good places to raid and how these gave the Vikings a reputation.</li> <li>- I know that some Vikings started to settle in England and in 894 CE, the Vikings started to rule Danelaw and Jorvik (York) was the major city.</li> <li>- I know about ‘Danelaw’ and how this treaty changed the political landscape of Britain.</li> <li>- I know that in 1066, the Normans started to rule Britain and that was the end of Viking and Saxon rule.</li> <li>- I know that Christianity spread throughout Viking Britain and I can recognise artefacts and sites that show this.</li> </ul> <p><b>Enquiry Question – Vikings – Were they villains?</b></p> <p><b>Substantive Knowledge: Democracy</b></p> <ul style="list-style-type: none"> <li>- To understand the role of politics and democracy and how it created a more uniformed England during an unsettled time.</li> </ul> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>- To understand how religion in Viking Britain changed from Paganism to Christianity.</li> </ul> <p><b>Monarchy</b></p>	<p>archaeology artefacts conquer invade kingdom longboat monastery Pagans raiders Scandinavia settlement sources</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Begin to understand the concepts of continuity and change over time.</li> <li>- Begin to make connections and contrasts between different periods and talk about trends over time.</li> <li>- Use dates and historical terms more accurately when describing events.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- Develop their understanding of religion and the political structure in British history.</li> <li>- Find out about beliefs, behaviours and characteristics of historical cultures and how they develop over a period.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Offer reasons for different versions of historical events (oral/written).</li> <li>- Compare accounts from different sources and start to evaluate their reliability.</li> <li>- Begin to identify primary and secondary sources.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Test out a hypothesis using sources, to answer a question.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>- Provide an account of a historical event based upon more than one source.</li> </ul>	<p>Extracts from sources such as Bede and Anglo-Saxon Chronicle</p> <p>Stories, myths and legends such as Hengist and Horsa; King Arthur, Beowulf, Anglo-Saxon riddles</p> <p>Viking sagas such as Jomsviking, books of Norse stories</p> <p>Sutton Hoo and Facsimile artefacts</p> <p>Staffordshire Hoard</p> <p>Extracts about Alfred from sources such as Gildas and Nennius</p> <p>Myths and legends such as Hengist and Horsa and Beowulf. Discuss the reliability of such evidence</p> <p>Introduce evidence such as Bede and the Anglo-Saxon Chronicle</p>

	<ul style="list-style-type: none"> <li>- To understand the importance of King Alfred and how it led to a more unified England.</li> </ul> <p><b>Disciplinary Knowledge: Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- To understand the social, cultural, religious and political developments in England during this period.</li> </ul> <p><b>Cause and Consequences</b></p> <ul style="list-style-type: none"> <li>- To understand the rule of Britain prior to King Alfred and how his reign helped unify England.</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>- Use written and archaeological sources to understand what conclusions we can draw about the Vikings ruling Britain.</li> </ul> <p><b>Historical Interpretation.</b></p> <ul style="list-style-type: none"> <li>- To consider the different perspectives of the invasion of Britain by the Vikings and how these versions exist.</li> </ul>			<p>AEthelflaed, AEthelburga, Abbess Hilda;</p>
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<p><b>NC Link: Ancient Greece</b></p> <ul style="list-style-type: none"> <li>- I know the location of Ancient Greece and its chronological links to ancient civilisations (trade, geography, religion, government and architecture).</li> <li>- I know that there were many city states in Ancient Greece, including Athens and Sparta.</li> <li>- I recognise the similarities and differences in government and understand the importance of democracy during this time.</li> <li>- I know about religion in Ancient Greece and the impact this had on everyday life.</li> <li>- I know about some important Greek scholars and philosophers and recognise their significance.</li> <li>- I know about the Peloponnesian War and some key events from this.</li> <li>- I understand the legacy Ancient Greece had on the modern world.</li> </ul> <p><b><u>Enquiry Question – What did the Ancient Greeks do for us?</u></b></p> <p><b><u>Substantive Knowledge:</u></b></p> <p><b>Trade</b></p> <ul style="list-style-type: none"> <li>- To understand the importance of the geographical location of Ancient Greece and how this supported a thriving trading system.</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>- To recognise how different societies are governed and explain what this meant for the people.</li> </ul> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>- To understand the impact religion had on Ancient Greek society.</li> </ul> <p><b><u>Disciplinary Knowledge: Cause and Consequence</u></b></p>	<p>Democracy City-state Parthenon Olympics Athens Sparta citizen gods goddesses polytheistic</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Place features of a historical events and figures into a chronological framework.</li> <li>- Describe the main changes or events in detail from a period.</li> <li>- Identify periods of change and contrast this with periods of little change.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Explain with increased detail, events from the past have shaped our lives today, and how past cultures influence our cultures today.</li> <li>- Describe the characteristics of the past in increased detail, looking how beliefs, attitudes and ideas impacted on the rich and poor in society.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Use and analyse different sources – artefacts, texts, sources.</li> <li>- Compare and contrast the reliability of different forms of evidence.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Devise historical questions about the period they are studying.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Present knowledge and understanding based upon given sources.</li> </ul>	<p><a href="#">Resource suggestions and links / Curriculum plan: Ancient Greece / Historical Association (history.org.uk)</a></p> <p><a href="#">HA resources / Curriculum plan: Ancient Greece / Historical Association (history.org.uk)</a></p>
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	<ul style="list-style-type: none"> <li>- To understand how division in Ancient Greek governance contributed to the fall of Ancient Greece to the Alexander the Great.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- To understand how the governance of two city states impacted on the people who lived there.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- To understand how Greek society and democracy continues to influence the modern world today.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>- To understand that varying viewpoints of Greek societies occur due to interpretation of sources and the validity of such sources.</li> </ul>			
	<p><b>NC Link: Chronological Knowledge Beyond 1066: Henry VIII and the Catholic Church</b></p> <ul style="list-style-type: none"> <li>- I know that Henry VIII's father (Henry VII) united warring families in England and improved the wealth of the country.</li> <li>- I know the reasons for Henry VIII having six wives and the term 'heir'.</li> <li>- I know why Henry VIII broke away from the Catholic Church and established the Church of England.</li> <li>- I know that Henry VIII seized land and treasures from over 800 monasteries and religious houses and understand the consequence from this.</li> <li>- I know that Henry developed the Royal Navy and had a flagship called the 'Mary Rose'.</li> </ul>	<p>reign heir divorce Royal Navy monarchy monasteries dissolution</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Describe the main changes or events in detail from a period using historical terms.</li> <li>- Identify periods of change in history and how they relate to one another on a timeline.</li> <li>- Recognise cause and effect of events within a period and how they relate to each other.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Explore the diverse beliefs, behaviours and characteristics of significant people or events, recognising how their views may differ from people within their culture or the pupils' own views.</li> <li>- Compare a historical culture with another period studied (monarchs).</li> </ul> <p><b><u>Sources and Interpretation</u></b></p>	

	<ul style="list-style-type: none"> <li>- I can use different types of sources to learn about the differing viewpoints of Henry VIII's reign.</li> </ul> <p><b>Substantive Knowledge: Monarchy</b></p> <ul style="list-style-type: none"> <li>- To know the turmoil that surrounded monarchy in England before Henry VII's reign.</li> </ul> <p><b>Religion</b></p> <ul style="list-style-type: none"> <li>- To know the impact of Henry VIII's decision to breakaway from the Catholic Church had on future of faith in England.</li> </ul> <p><b>Disciplinary Knowledge: Chronological Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- To understand key events in Henry VIII's reign and understand connections to previous and future reigns.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- To understand and explain Henry VIII's decision to breakaway from the Catholic Church and the result this had on future generations.</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>- To use various sources of evidence to create an account of Henry VIII's reign.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- To understand the significance of Hery VIII's decision to break away from the Catholic Church and the impact this has up to today.</li> </ul> <p><b>Historical Interpretation.</b></p> <ul style="list-style-type: none"> <li>- To discern how and why contrasting arguments and interpretations have been constructed about Henry VIII's reign as monarch.</li> </ul>		<ul style="list-style-type: none"> <li>- Start to link sources and begin to understand how conclusions were arrived at.</li> <li>- Begin to show an awareness that different evidence will lead to different conclusions and use evidence to analyse different sources.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Devise historical questions about the period they are studying.</li> <li>- Begin to evaluate the accuracy of primary and secondary sources of a period being studied.</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>- Provide an account of a historical event based on multiple source, which may be conflicting.</li> </ul>	
<p><b>Non-Topic Specific Vocabulary</b>  nation, monarchy, extent of change, extent of continuity, turning point, conversion, missionary, monk, invader, reliable, bias, excavate, astrology, astronomy, codex</p>				



Year 6	Knowledge	Vocabulary	Skills	Related Sources or Sites
	<p><b>NC Link: A Non-European Society That Provides Contrasts with British History - The Maya</b></p> <ul style="list-style-type: none"> <li>- I know that the Maya culture lasted from at least 1000 BCE – 1697 CE and how their ruins were found.</li> <li>- I know that the Maya lived in Mesoamerica (Mexico and Central America) and recognise some of the challenges sustaining a civilisation in this geographical landscape.</li> <li>- I know that the Maya shared a common culture and religion, but each city had its own ruler and governed itself.</li> <li>- I know about the Maya perspective of time, the calendar system, writing, maths and the environment.</li> <li>- I know some possible reasons for the decline of The Maya Civilisation around 900CE.</li> </ul>	<p>Mesoamerica  Conquistadors  ruins  dynasty ahau maize cacao  scribe sacrifice pyramid  city-state  calendar</p>	<p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Explain in detail the chronology of different events across a period and begin to recognise the similarities and differences with events from other places in the same period.</li> <li>- Explain in detail the chronology of events and changes over time and begin to explain how they relate to each other.</li> <li>- Understand what characteristics of a period contributed to the success and failures within a period.</li> </ul> <p><b><u>Historical Knowledge and Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Describe key characteristics and events of a period recognise the impact these have on different groups of people within a period.</li> <li>- Explain connections and trends between the period studied but also other places from a similar period.</li> <li>- Begin to explain the cause and consequences of some key events from a period.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Start to connect various sources and begin to understand how theories and conclusions were arrived at.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Bring knowledge gathered from several sources to a fluent and detail account.</li> </ul>	<p><a href="http://maya.nmai.si.edu/the-maya/maya-world">http://maya.nmai.si.edu/the-maya/maya-world</a></p> <p><a href="https://databasin.org/datasets/3aa6b24c882144d6a4197bd277ae753d/">https://databasin.org/datasets/3aa6b24c882144d6a4197bd277ae753d/</a></p> <p><a href="http://www.nationalgeographic.com/expeditions">http://www.nationalgeographic.com/expeditions</a></p> <p><a href="http://www.smm.org/sln/ma/index.html">http://www.smm.org/sln/ma/index.html</a></p> <p><a href="http://www.famsi.org/reports/03075/CKguidebook_english.pdf">http://www.famsi.org/reports/03075/CKguidebook_english.pdf</a></p> <p><a href="http://www.maya-archaeology.org/">http://www.maya-archaeology.org/</a></p> <p><a href="https://www.mayaarchaeologist.co.uk/school-resources/maya-world/mayamaths/">https://www.mayaarchaeologist.co.uk/school-resources/maya-world/mayamaths/</a></p> <p><a href="http://www.mexicolore.co.uk/maya/home/modern-myths-of-the-ancient-maya">http://www.mexicolore.co.uk/maya/home/modern-myths-of-the-ancient-maya</a></p>

**Enquiry Question – Do you think The Maya society was organised fairly?**

**Substantive Knowledge:**

**Trade**

- To understand how The Maya Civilisation sustained itself through farming and trade.

**Religion**

- To understand the impact of Maya faith on its people's lives and decisions.

**Innovation**

- To know some of the Maya inventions and the impact these had on the people at the time and influence on today's world.

**Disciplinary Knowledge:**

**Chronological Knowledge and Understanding**

- To place key events of this period of history into a chronological framework and find connections with other periods studied.
- To know about the social dynamics of the

- Confidently use multiple sources to research and answer historical questions.

**Organisation and Communication**

- Present findings of an independent enquiry, based upon a range of sources.

	<p>Maya people and compare this to other cultures studied from this period.</p> <p><b>Change and Continuity</b></p> <ul style="list-style-type: none"> <li>- To understand some of the reasons behind the decline of Maya civilisations and the consequence this had.</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>- Understand how different sources help us construct knowledge of the past.</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>- Discern how and why there is a contrasting view when interpreting of the decline of The Maya civilisation.</li> </ul>			
	<p><b>NC Link: The achievements of the earliest civilizations – A review of where and when the first ancient civilisations appeared.</b></p> <ul style="list-style-type: none"> <li>– I know where and when the first ancient civilisations began.</li> <li>– I know innovation in writing occurred and</li> </ul>	<p>BCE CE civilisations ancient cuneiform writing hieroglyphics oracle script tokens Coins number systems pyramid ziggurats</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Explain in detail the chronology of different events across a period and begin to recognise the similarities and differences with events from other places in the same period.</li> <li>- Explain in detail the chronology of events and changes over time and begin to explain how they relate to each other.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p>	

<p>understand the impact this had then and today.</p> <ul style="list-style-type: none"> <li>- I know ancient civilisations relied heavily on trained records and coins helped evolve trade.</li> <li>- I know number systems were developed in different civilisations and understand the impact these had on the people.</li> <li>- I know some technological advancements of the early civilisations and recognise their significance.</li> <li>- I know that technology helped with the development of architecture of ancient civilisations.</li> </ul>		<ul style="list-style-type: none"> <li>- Confidently describe historical events and the lives of historical figures who they have studied.</li> <li>- Examine causes and results of events, and how these have shaped the world today.</li> </ul> <p><b><u>Sources and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>- Be aware that different evidence will lead to different conclusions and use evidence to analyse different sources.</li> <li>- Start to connect various sources and begin to understand how theories and conclusions were arrived at.</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>- Select relevant historical information to answer historical questions.</li> <li>- Confidently use multiple sources to research and answer historical questions.</li> </ul> <p><b><u>Organisation and Communication</u></b></p> <ul style="list-style-type: none"> <li>- Provide an account of a historical event based on multiple sources, which may be conflicting.</li> </ul>	
<p><b>Enquiry Question – What inventions/innovations had the biggest impact on people’s lives?</b></p> <p><b>Substantive Knowledge: Invasion and Settlement</b></p>			

- I know that the locations of the ancient civilisations played a vital role in sustaining and growing settlements.

**Innovation**

- I know innovations and inventions had an impact on people's lives.

**Trade**

- I know that trade was an essential part of ancient civilisations and recognise its importance of helping to develop the world.

**Disciplinary Knowledge:**

**Similarities and**

**Differences**

- To recognise the complexity of people's lives and how relationships develop between people over time.

**Historical Significance**

- I recognise the significant developments,

<p>inventions and innovations and how these impact on people.</p>			
<p><b>NC Link: Chronological Knowledge Beyond 1066 – Rebuilding Britain Post World War II</b></p> <ul style="list-style-type: none"> <li>- I know that British people in the United Kingdom, British colonies and the Commonwealth were affected by World War II.</li> <li>- I know some aspects of British life that were significantly changed by the events of World War II.</li> <li>- I know that the British people wanted significant change to how Britain was governed post-war.</li> <li>- I know the creation of the NHS significantly changed people’s lives in Britain.</li> <li>- I can describe ways in which the British</li> </ul>	<p>First World War Second World War Empire women National Health Service colonies Commonwealth rebuilding Caribbean migration</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- Use dates and historical terms accurately to describe events on a timeline.</li> <li>- Identify significant events, make connections and analyse trends within the period studied and other periods studied over a longer period.</li> </ul> <p><b>Historical Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- Confidently describe historical events and the lives of historical figures who they have studied.</li> <li>- Examine causes and results of events, and how these have shaped the world today.</li> </ul> <p><b>Sources and Interpretation</b></p> <ul style="list-style-type: none"> <li>- Show an awareness of propaganda and analyse how this might affect the message of the source.</li> <li>- Be aware that different evidence will lead to different conclusions and use evidence to analyse different sources.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>- Select relevant historical information to answer historical questions.</li> <li>- Confidently use multiple sources to research and answer historical questions.</li> </ul> <p><b>Organisation and Communication</b></p>	<p><a href="#">THEY KEEP THE WHEELS TURNING [Main Title]   Imperial War Museums (iwm.org.uk)</a></p> <p><a href="#">Sainsbury's Archives Virtual Museum - Second World War Gallery; Women at Sainsbury's during the war (lgfl.org.uk)</a></p> <p><a href="#">[ARCHIVED CONTENT] Home Front   The National Archives</a></p> <p><a href="#">Scheme of Work: The Blitz: all we need to know about World War II? / Historical Association (history.org.uk)</a></p>

Empire changed after World War II.

I can analyse the cause and effect of migration from the Caribbean countries after World War II.

I can interpret how successful post-war rebuilding of Britain was by analysing different sources.

**Substantive Knowledge:  
Invasion and Settlement**

To investigate the impact of World War II on the British people and those within the British Empire.

**Trade**

To recognise the impact the war had on trade between countries in the British Empire and in Britain itself.

**Democracy**

To know the political landscape during the war and why the British people wanted a significant change to policies and government post-war.

Provide an account of a historical event based on multiple sources, which may be conflicting.

<p><b>Innovation</b></p> <ul style="list-style-type: none"> <li>- To understand the impact the creation of the NHS had on the people of Britain and what difficulties they had prior to its establishment.</li> </ul> <p><b>Disciplinary Knowledge: Chronological Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>- To sequence key events in World War II and make connections with some of these events from other periods of time in history.</li> </ul> <p><b>Change and Continuity</b></p> <ul style="list-style-type: none"> <li>- To identify and explain change in British life post-war.</li> </ul> <p><b>Sources of Evidence</b></p> <ul style="list-style-type: none"> <li>- To use different sources that describe the changes of government after World War II and investigate their viewpoints.</li> </ul> <p><b>Historical Interpretation</b></p> <p>Discern how and why contrasting viewpoints of the NHS, migration and</p>			
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	the rebuilding of Britian have been constructed.			
	<b>Non-Topic Specific Vocabulary</b> represent, alliance, stereotype, traditional view, attitudes, variety of sources, different experiences, impression, propaganda, one sided, motive, eyewitness, oral history, inventions, geographical location.			

## Glossary of Terms

<b>AD</b>	Anno Domini – In the year of our Lord. Used for the years after Jesus’ birth. Equivalent to CE.
<b>alliance</b>	A formal agreement between two or more states to support in case of war.
<b>archaeology</b>	The study of the past through excavation of historical sites.
<b>artefact</b>	An object that has survived from the past.
<b>BC</b>	Before Christ – Before the Birth of Jesus Christ. Equivalent to BCE.
<b>BCE</b>	Before the Common Era – equivalent to BC.
<b>bias</b>	a one-sided view of something.
<b>causation</b>	the cause of an event.
<b>CE</b>	Common Era – equivalent to AD
<b>chronology</b>	The study of a sequence of past events.
<b>civilisation</b>	The society, culture and way of life of a particular area.
<b>concrete object</b>	physical objects or artefacts.
<b>conflict</b>	A prolonged armed struggle.
<b>conquer</b>	To gain or acquire by force.
<b>consequences</b>	Impacts that occurred because of an event.
<b>continuity</b>	Things that stay relatively unchanged over time.
<b>culture</b>	The values shared by a society.
<b>diversity</b>	Respect for and appreciations of differences within a society or culture.
<b>empire</b>	A political construct in which one state rules over other states.
<b>enquiry</b>	An investigation undertaken to understand the past.
<b>era</b>	A period of time in history.
<b>evaluate</b>	The ability to reach an informed judgment about the value of a source, considering its usefulness and reliability.
<b>evidence</b>	Things that can help us understand the past. There are four main types of evidence – written, oral, visual and physical.

<b>hypothesis</b>	An assumption that is created to be tested.
<b>invade</b>	To enter for conquest or plunder.
<b>legacy</b>	Something handed down from one period of time to another period of time.
<b>local history</b>	The study of past events of a local area.
<b>migration</b>	The permanent change of residence by an individual or group.
<b>monarchy</b>	A form of government in which a king or queen is the head of state.
<b>nation</b>	A territory where all people are led by the same government.
<b>omission</b>	Something left out from a source.
<b>period</b>	An era of history having some distinctive feature.
<b>prehistory</b>	The period before the development of writing.
<b>primary source</b>	A piece of evidence originating from the time being examined.
<b>propaganda</b>	Information that is used to persuade people to believe a certain set of facts or values.
<b>raid</b>	A surprise attack by a small force.
<b>reliability</b>	How trustworthy a source is.
<b>representations</b>	Sources.
<b>secondary source</b>	A piece of evidence created later than the event being examined.
<b>settlement</b>	A colony or small community of people.
<b>settlers</b>	A person who moves to a new place with the intention to stay there.
<b>significance</b>	Importance of a person, place or event (Why do historians place worth on remembering them?).
<b>technological advances</b>	The history and improvement of tools and techniques over time.
<b>timeline</b>	A presentation of the chronological sequences of events.