
































Interleaving Concepts in History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Past and Present Me and My Family	Living Memory and Families	Significant People and Events	Stone Age Ancient Egypt	Anglo Saxons through to Vikings	Colonisation, trade and building of the Empire	World War II
Rule of Law Vote for class book	Rule of Law Democracy, class council, voting 	Rule of Law Guy Fawkes, Parliament through stories 	Empire & Civilisation Similarity and difference 	Invasion/Settlers Why was Britain invaded? Raiders or settlers? 	Invasion/Settlers Colonisation, trade, imports, disease 	Invasion/Settlers Through the eyes of a child, why did Hitler invade 
Civilisation My family	Diversity & Migration Where are you and family from? 	Empire & Civilisation Christopher Columbus, enslaved people, colonisation 	Diversity and Migration Cheddar man – how did he get here? Comparing classes AE and SA 	Empire & Civilisation Anglo-Saxon settlement, Christianity, trade 	Rule of Law Monarchs, who funded voyages. 	Rule of Law Monarchy, dictator, tyranny, parliament. 
Diversity and Migration My class		Diversity and Migration Significant women in history Mae Jameson 	Rule of Law Pharaohs, AE hierarchy, Pharaoh to slaves 	Rule of Law Danelaw, absolute monarchy 	Empire & Civilisation Colonisation/slavery 	Empire & Civilisation Spread of Third Reich 
				Diversity & Migration Role of women in invasion and settlement 	Diversity & Migration Slave trade 	Diversity & Migration Refugees, evacuation, Commonwealth in army, holocaust 
Stories from the past	Local Study	History of a Non-European Country	Architects, Engineers and Designers	Electricity	Victorians & Industrial Revolution/ Local study	Have we always had natural disasters?
Characters from stories	Empire and Civilisation Local community 	Empire & Civilisation A brief history of Ghana, colonisation 	Empire and Civilisation E.g. The achievements of Isambard Kingdom Brunel and his impact/timeline transport 	Empire & Civilisation Explore origins of books /devices replaced by i-phone 	Rule of Law Queen Victoria's global influence, parliamentary acts, democracy 	Empire & Civilisation Rise and fall of Pompeii-Vesuvius 
	Diversity and Migration Our local community 	Diversity and Migration Ghana 		Diversity and Migration Thomas Edison, Marta Karczewicz, Thomas Mensar 	Empire & Civilisation Role of colonies 	Rule of Law City States, democracy 
	Rule of Law Local MP, Mayor, parliament 				Diversity and Migration The role of women, migration to cities 	
Special People	Significant People and Events	Victorian Children	Romans Settlements and Agriculture in Britain	Civilisation in the Rainforest	The Space Race	Pre and Post 1066 unit -migration
People who help us	Empire & Civilisation The great Fire of London 	Rule of Law Queen Victoria how was monarchy different from today? 	Invasion/Settlers Why did Romans invade and what was the impact? 	Empire & Civilisation Where and when did the Maya live? Farming 	Empire & Civilisation Achievement, power struggle 	Rule of Law Why have people migrated 
	Rule of Law Present monarch 	Diversity and Migration The right to an education -Barnardo 	Empire & Civilisation What was the impact of the Roman Empire on Britain? 	Rule of Law Hierarchy Monarchy 	Diversity & Migration The Space race-Katherine Johnson 	Empire & Civilisation How migration has built civilisations 
			Diversity and Migration Collective nature of Roman army Septimus Severus 			Diversity & Migration 
			Rule of Law Emperors, tribal leaders -Boudicca 			

Progression in Knowledge Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion and Settlers			<p>Spring: Why was Ghana important? Know that is had gold and other important resources which Europeans wanted, this is why it was colonised.</p>	<p>Autumn</p> <ul style="list-style-type: none"> Stone-age people formed settlements and developed from hunter gatherers to farmers. <p>Summer – Roman Empire:</p> <ul style="list-style-type: none"> Repeated invasions of Britain, why did they invade? Land, resources, wool. Impact-Settlement in Britain 	<p>Autumn – Vikings through to Anglo-Saxons:</p> <ul style="list-style-type: none"> Anglo Saxons invaded for farmland and space to settle Viking raided and then settled. Place names identified by prefix suffix 1066-significance 	<p>Autumn:</p> <ul style="list-style-type: none"> Settlements in the Caribbean – why there? Raw materials, resources. What is colonisation? What was impact on indigenous people-disease, enslavement Which commodities were grown and traded? Who benefitted from colonies? What raw products were used in industrial revolution? 	<p>Autumn – World War II</p> <ul style="list-style-type: none"> Invasion of Poland. Germany invaded for more space, financial growth, power. Threat of invasion of Britain Difference between invasion and migration. <p>Summer- A study of migration through the ages to present day. The economic and political reasons for migration.</p>
Diversity and Migration	<p>Autumn:</p> <ul style="list-style-type: none"> Talk about members of children’s immediate family and their community. <p>Mum, dad, grandma, grandad. Where do they live?</p>	<p>Autumn - Living Memory & Families:</p> <ul style="list-style-type: none"> When were you born Who lives in our community, why did our families move to UK? Why have some families emigrated? <p>Spring – Local Study:</p> <ul style="list-style-type: none"> Our school community Our local community 	<p>Autumn – Significant People and Events:</p> <ul style="list-style-type: none"> Significant women in history Spring-Ghana-study culture. Why did people move form Ghana? 	<p>Autumn – Stone Age Ancient Egypt:</p> <ul style="list-style-type: none"> Cheddar man – how did he get here? Comparing classes in AE and the SA <p>Summer Roman:</p> <ul style="list-style-type: none"> Septimus Severus Collective nature of the Roman army 	<p>Autumn – Vikings through to Anglo-Saxons:</p> <ul style="list-style-type: none"> Anglo-Saxon migration/Anglo-Saxon settlement – protectors post Roman Empire Establishment of Christianity in Britain Change in the role of women as part of invasions 	<p>Autumn - Oceans:</p> <ul style="list-style-type: none"> Abolition of slavery <p>Spring – Industrial Revolution:</p> <ul style="list-style-type: none"> Role of women Role of children Movement from the countryside to the cities for work and greater opportunity 	<p>Autumn – World War II</p> <ul style="list-style-type: none"> Eastern European migration Kindertransport Evacuation – migration of children to the countryside Equality of expectations – women, children, animals all expected to work Holocaust <p>Summer- A study of migration through the ages to present day. The economic and political reasons for migration. Continuity-people have migrated across the ages for the same reasons:</p> <ul style="list-style-type: none"> Safety Wealth Work social
Empire and Civilisation	<ul style="list-style-type: none"> Name, describe people who are familiar to them (police, doctors, teachers, fire service). 	<p>Spring – Local Study:</p> <ul style="list-style-type: none"> Local community and amenities that make a civilisation. Know what a civilisation is. <p>Summer – Significant People and Events:</p> <ul style="list-style-type: none"> How the civilisation of London contributed to the Great Fire of London 	<p>Autumn – Significant People and Events:</p> <ul style="list-style-type: none"> Christopher Columbus – colonisation, spread of Christianity Introduce term enslaved people <p>Spring – Non-European Country:</p> <ul style="list-style-type: none"> Colonisation. How colonies built Empires. History of Ghana 	<p>Autumn – Stone Age Ancient Egypt:</p> <ul style="list-style-type: none"> AE civilisation Change in civilisation throughout the SA period – Paleolithic (hunter gatherers) to Neolithic (farmers) <p>Spring-Architects, Engineers, designers</p> <ul style="list-style-type: none"> Achievements of Brunel. Timeline of transport <p>Summer – Roman Empire:</p>	<p>Autumn – Vikings through to Anglo-Saxons:</p> <ul style="list-style-type: none"> AS influence on religion (they brought Christianity), farming Thanes Viking trading empire What made a civilisation in Anglo Saxon times. <p>Spring-devices/books replaced by i-phone</p> <p>Summer – Maya:</p>	<p>Autumn:</p> <ul style="list-style-type: none"> Colonisation Why the slave trade grew (requirement for labour in the colonies) <p>Spring – Industrial Revolution:</p> <ul style="list-style-type: none"> Role of the colonies in terms of raw materials <p>Summer – Space Race:</p>	<p>Autumn – World War II:</p> <ul style="list-style-type: none"> Spread of the Third Reich <p>Throughout KS2-Ancient Greeks</p> <ul style="list-style-type: none"> Legacy of Greeks <p>Summer-How has migration supported the building of civilisations</p>

				<ul style="list-style-type: none"> • What the Romans did for Britain – impact on civilisation, democracy, medicine, roads, trade, money etc 	<ul style="list-style-type: none"> • Mayan civilisation – length of it, how it ended • Agriculture and farming • Gods 	<ul style="list-style-type: none"> • Looking beyond your civilisation • Power struggle – East and West civilisations 	
Rule of Law	Know the name of our current monarch. Learn about rule of law through stories	<p>Autumn – Living Memory and Families:</p> <ul style="list-style-type: none"> • Democracy – voting in school elections <p>Spring – Local Study: Learn about:</p> <ul style="list-style-type: none"> • Local MP • Mayor • Parliament <p>Summer: Present monarch: what is a monarch?</p>	<p>Autumn – Significant People and Events:</p> <ul style="list-style-type: none"> • Parliament: what it looks like, where it is • Link parliament to democracy • Guy Fawkes <p>Summer – Victorian Child</p> <ul style="list-style-type: none"> • Monarchy: Queen Victoria, how monarchy was different from present day 	<p>Autumn – Stone Age to Ancient Egypt:</p> <ul style="list-style-type: none"> • Pharaohs ruled AE, there was a social hierarchy (AE) <p>Summer - Roman Settlements:</p> <ul style="list-style-type: none"> • Emperors total rule. The senate. • Tribal leaders (Boudicca - Iceni) 	<p>Autumn – Vikings through to Anglo-Saxons:</p> <ul style="list-style-type: none"> • Monarchy: an absolutely monarch, the battle for power • Danelaw • Thanes – embryonic parliament <p>Summer – Maya:</p> <ul style="list-style-type: none"> • Hierarchical monarchy 	<p>Spring – Industrial Revolution:</p> <ul style="list-style-type: none"> • Monarchy – Queen Victoria’s global influence • Parliament – Factories Act, improvement of living conditions • Democracy – voting acts 	<p>Autumn – WW 11</p> <ul style="list-style-type: none"> • Monarchy – George VI, Queen Elizabeth, Princess Elizabeth • Constitutional Monarchy • Tyranny – Hitler • Parliament – manipulation of the Reichstag • Parliament today, democracy, democratic society. Freedom of speech.

History

Summary and progression
Chronological Knowledge and Understanding
Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.

Nursery	Reception	Y 1	Y2	Y3	Y4	Y5	Y 6
<ul style="list-style-type: none"> Use everyday language for the passing of time. Talk about my home, and the people who are important to me. 	<ul style="list-style-type: none"> Begin to understand people and events before they were born. Use the everyday terms to describe the passing of time. Sequence objects, everyday events and stories within experience within time order e.g. the school day. Talk about and describe my home and the way I live e.g. day to day life, things I do, my house, my family. 	<ul style="list-style-type: none"> Develop an awareness of the past e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Use common words and phrases relating to the passing of time. Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> Know where all people/events studies fit into a chronological framework e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Identify similarities and differences between periods. 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Make connections with significant events, draw contrasts and analyses trends within periods and over long arcs of time. Use historical terms and concepts in increasingly sophisticated ways. 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Establish clear narratives within and across periods studied. Understand that different versions of the past may exist, giving some reasons for this. 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Make connections and contrasts with significant events. Discern how and why contrasting arguments and interpretations of the past have been constructed. 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Make connections with significant events, draw contrasts and analyse trends within periods and over long arcs of time. Use historical terms and concepts in increasingly sophisticated ways.

Summary and progression
Continuity and Change:
Understanding how and why change occurs in history, why and how things stay the same and analysing trends.

Nursery	Reception	Y1	Y2	Y3	Y 4	Y5	Y6
<ul style="list-style-type: none"> Comments on characters from stories including figures from the past e.g. dinosaurs. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs. 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Note connections, contrasts and trends over time. Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Note connections, contrasts and trends over time. Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Evaluate and analyse connections, contrasts and trends over time. Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? 	<ul style="list-style-type: none"> Evaluate and analyse connections, contrasts and trends over time. Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?

Summary and progression
Cause and Consequence:
Identify, describe reasons for and results of historical events, situations and changes studied in the past. 7

Nursery	Reception	Y1	Y2	Y3	Y 4	Y5	Y6
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<ul style="list-style-type: none"> • Begin to know about similarities and differences between themselves and others. 	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families. 	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural, religious and ethnic diversity in Britain & the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural, religious and ethnic diversity in Britain & the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time.
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Summary and progression							
Significance: <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i>							
Nursery	Reception	Y 1	Y 2	Y3	Y 4	Y5	Y6
<ul style="list-style-type: none"> Show interests in different occupations. Begin to make sense of their own life story and family history. 	<ul style="list-style-type: none"> Talk about members of their immediate family and their community. Name, describe people who are familiar to them (police, doctors, teachers, fire service). 	<ul style="list-style-type: none"> Identify historically significant people and events in situations e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> Identify historically significant people and events in situations .e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> Identify historically significant people and events in situations. Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> Identify historically significant people and events in situations. Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?

Summary and progression
Historical Enquiry:
Understanding the methods of enquiry, including how evidence is used to make historical claims.

Nursery	Reception	Y 1	Y 2	Y3	Y 4	Y5	Y6
<ul style="list-style-type: none"> Encourage the children to ask questions. Talk about memories and special times (e.g. birthdays, weddings etc) Opportunities to explore artefacts from the past Opportunities to role play 	<ul style="list-style-type: none"> Ask and answer questions. Talk about and share experiences of the past and present modelling and encouraging appropriate tenses. Talk about and describe artefacts from the past and present. Record memories of special events (memory box across the year) Opportunities to role play 	<ul style="list-style-type: none"> Ask and answer questions. Understand some ways we find out about the past. Choose and use parts of stories and other sources to show understanding of concepts e.g. are historical accounts biased depending on the author? <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Would you rather be a child now or when your Grandparents were young? 	<ul style="list-style-type: none"> Choose and use parts of stories and other sources to show understanding of concepts of chronology, similarity, difference, cause and consequence. Ask and answer questions. <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Was Christopher Columbus a hero or villain? Did Guy Fawkes make the right choice? Would you rather be a child today or in the Victorian times? Fact vs Fiction – do fictional stories really depict what was like in Victorian times? 	<ul style="list-style-type: none"> Pursue historically valid enquiries including some they have framed. Understand how different types of sources are used rigorously to make historical claims. Create relevant, structured and evidentially supported accounts. Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author? <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Sand vs Stone – Where would you choose to live? Did Julius Caesar actually conquer Britain? Was Boudicca a hero or villain? What did The Romans do for us? What was the Roman legacy? Fact vs Fiction – do fictional stories really depict what it was like in Roman times? 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by Selecting and organising relevant historical information. Develop the appropriate use of historical terms. <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Were there any major differences between the Anglo-Saxon and Viking invaders? Were the Viking invaders or settlers? Fact vs Fiction – do fictional stories really depict what it was like in XX times? 	<ul style="list-style-type: none"> Pursue historically valid enquiries including some they have framed. Understand how different types of sources are used rigorously to make historical claims. Create relevant, structured and evidentially supported accounts. Use historical terms and concepts in increasingly sophisticated ways. <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Are explorers all pirates? Where would we be without the Industrial Revolution? How does Victorian pollution compare with pollution in our own time? Fact vs Fiction – do fictional stories really depict what it was like for explorers? 	<p>Understand how different types of sources are used rigorously to make historical claims.</p> <p>Create relevant, structured and evidentially supported accounts.</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author?</p> <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Why did Hitler persecute the Jews? What were the pros and cons of being evacuated? Where was the best place to live during the war? How well does a fictional story tell us what it was like to be an evacuee? Evacuee experiences in Britain, is this all we need to know about children in WWII? How significant was the impact of WWII on women? What patterns of migration occurred – within, from, and to the UK?







Year EYFS UTW- Past and Present



Educational Program
 Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Early Years End Points:	Knowledge for Nursery	Key Texts for Nursery	Knowledge for Reception	Key Texts for Reception
<p>Past and Present Children at the expected level of development will:</p> <p>Talk about the lives of people around them, and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>	<p>Chronological Knowledge and Understanding:</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Begin to sequence events from their lives 	<p><u>Key Texts</u></p> <p>Photographs of children’s families</p> <p>Photographs of events which have happened throughout time in Nursery.</p> <p><u>Vocabulary</u> New, old, a long time ago, now, then, today, before, after, special</p>	<p>Chronological Knowledge and Understanding:</p> <ul style="list-style-type: none"> Begin to understand people and events before they were born. Talk about members of their immediate family and their community. Sequence events from their lives and stories. E.g beginning, middle and end of a story. 	<p><u>Key Texts</u></p> <p>Photographs of children’s families</p> <p>Photographs form the past and past events</p> <p><u>Vocabulary</u> today, yesterday, tomorrow, next, special, home, house, before, after, family, now, then, this week, next week, days of the week, beginning, middle and end</p>
	<p>Continuity and Change:</p> <ul style="list-style-type: none"> Comment on images of familiar situations including some from the past. 	<p><u>Key Texts</u></p> <p>Artefacts and photographs.</p> <p>Peebo</p> <p><u>Vocabulary</u></p> <p>Same, different, now and then, vocab related to artefact/ photograph</p>	<p>Continuity and Change:</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past e.g. knights and dinosaurs. 	<p><u>Key Texts</u></p> <p>Jeannie Baker Books</p> <p>Non- fiction books about castles, dinosaurs</p> <p><u>Vocabulary</u></p> <p>Old, new, a long time ago, same, similarities, different, differences, artefact, object</p>
	<p>Cause and Consequence:</p> <ul style="list-style-type: none"> Begin to know about similarities and differences between themselves and others. 	<p><u>Key Text</u></p> <p>All are Welcome</p> <p>The Great big Book of Families</p> <p><u>Key Vocabulary</u></p> <p>same, different, special, good to be me, friend, kind, caring</p>	<p>Cause and Consequence:</p> <ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families. 	<p><u>Key Texts</u></p> <p>We Are family</p> <p>And Tange Makes Three</p> <p>The great big Book of Families</p> <p><u>Vocabulary</u></p> <p>special, same, different, respect, unique</p>
	<p>Significance:</p> <ul style="list-style-type: none"> Show interests in different occupations. Begin to make sense of their own life story and family history. 	<p><u>Key Texts</u></p> <p>The big book of families</p> <p>Owl Babies</p> <p>Photographs of families</p> <p>Non-fiction books about police, fire fighters etc.</p> <p><u>Vocabulary</u> Family, mummy, daddy, brother, sister, grandma, grandad</p>	<p>Significance:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and their community. Name, describe people who are familiar to them (police, doctors, teachers, fire service). 	<p><u>Key Texts</u></p> <p>Goldilocks and Three Bears</p> <p>The Tiger Who Came to Tea</p> <p>I Can be Anything</p> <p>Photographs of Children’s Families</p> <p>Non-Fiction books about police, nurses etc.</p> <p><u>Vocabulary</u></p> <p>Communities, family, grandparents, parents, important, event</p>









	<p><u>Possible provision:</u> Artefacts within continuous provision (e.g old telephone, typewriters) Curiosity cube Themed role play (knights, castles) Dolls/family house</p>	<p><u>Historical Enquiry:</u> <u>Nursery</u></p> <ul style="list-style-type: none"> Encourage the children to ask questions. Talk about memories and special times (e.g. birthdays, weddings etc) Opportunities to explore artefacts from the past Opportunities to role play <p><u>Reception</u></p> <ul style="list-style-type: none"> Ask and answer questions. Talk about and share experiences of the past and present modelling and encouraging appropriate tenses. Talk about and describe artefacts from the past and present. Record memories of special events (memory box across the year) Opportunities to role play.
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Year 1

National Curriculum End Points for Key Stage 1:	Key Learning – what children must know, do and remember:	Vocabulary:	Possible evidence to demonstrate working at the Expected Standard for Year 1:
<p>By the end of KS 1, children should be taught: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Chronological Knowledge and Understanding: <i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i></p> <p>Develop an awareness of the past. e.g. know how long ago something happened and have a sense of how long each era in history lasted.</p> <p>Develop a sense of period, what was it really like living in that era?</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Identify different ways in which the past is represented.</p> <p>Continuity and Change: <i>Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trends.</i> Identify similarities / differences between ways of life at different times. e.g. what has changed, but more importantly what has stayed the same? Is change always good?</p> <p>What has stayed the same and what has changed in living memory .e.g. toys, children’s (TV Noddy)What has stayed the same and what has changed in my local area?</p>	<p> </p> <p>new</p> <p>old</p> <p>past</p> <p>present</p> <p>similarities</p> <p>differences</p> <p>rich</p> <p>poor</p> <p>century</p> <p>important</p> <p>older generation</p> <p>living memory</p>	<ul style="list-style-type: none"> Engage in questioning about why some people are remembered. Use stories to encourage children to distinguish between fact and fiction. Recognise the difference between past and present in their own and others’ lives. They know and recount episodes from stories about the past. Compare adults talking about the past - how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts.
<p>Year 1 areas of study:</p>	<p></p>	<p>timeline</p>	
<p>AUTUMN: Living memories and families</p>	<p>Cause and Consequence: <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i> Know about similarities and differences between themselves and others, and among families, communities and traditions. e.g. what was the specific cause of x or y and why it happened then rather than at another time? Why did the Great Fire of London spread so quickly?</p>	<p>decade</p> <p>year</p>	
<p>Civilisation: <i>Similarities and differences, e.g. school, toys, home, food, clothes, TV.</i></p>	<p></p>	<p>era</p>	
<p>SPRING: Local study</p>	<p>Significance: <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> Talk about who was important in a simple historical account. e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</p>	<p>population</p>	
<p>Parliament: <i>Local MP.</i></p>	<p></p>	<p>inventors</p>	
<p>Diversity:</p>	<p></p>		<p>Who are the people who are significant to me? Parents, police, GP. Why was the great fire of London significant? Know who our current monarch is and why they are significant.</p>


Our local community.		<p>Historical Enquiry: Understanding the methods of enquiry, including how evidence is used to make historical claims.</p> <p>Ask and answer questions.</p> <p>Understand some ways we find out about the past.</p> <p>Choose and use parts of stories and other sources to show understanding of concepts e.g. are historical accounts biased depending on the author?</p> <p><u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> • Would you rather be a child now or when your Grandparents were young? Toys, TV, school etc. • Where do all our families come from? • How do we celebrate special times? 	 <p>impact</p> <p>technology</p> <p>inventions</p> <p>lifestyle</p> <p>empire</p> <p>monarchy</p> <p>civilization</p> <p>parliament</p>	
SUMMER: Significant people and events				
<p>Monarchy: Our current monarchy and a significant event post 1952, how objects have changed during their life/reign e.g. telephone.</p>				
<p>Historical Enquiry process:</p> <ol style="list-style-type: none"> 1. Setting the motivating challenge. 2. Gathering information. 3. 'Working' the information. 4. Making judgements. 5. Refining thinking. 6. Communicating understanding in as imaginative and varied ways as possible. 7. 				








Year 2




National Curriculum End Points for Key Stage 1:	Key Learning – what children must know, do and remember:	 	Vocabulary: Possible evidence to demonstrate working at the Expected Standard for Year 2:
<p>By the end of Year 2, children should be taught: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant, nationally or globally.</p>	<p>Chronological Knowledge and Understanding: <i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i> Know where all people/events studies fit into a chronological framework. Identify similarities and differences between periods e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? What was it like living in Victorian times rich/poor?</p>	<p>past</p> <p>present</p> <p>similarities</p> <p>differences</p> <p>rich</p> <p>poor</p> <p>century</p>	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book. • Sequence photographs etc. from different periods of their life. • Describe memories of key events in lives. • Identify differences between ways of life at different times. • Compare 2 versions of a past event. • Compare pictures or photographs of people or events in the past. • Discuss reliability of photos/sources/accounts/stories. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
Year 2 areas of study:		<p>Continuity and Change: Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trends. Make comparisons between different time periods. Identify similarities and differences between ways of life at different times e.g. what has changed, but more importantly what has stayed the same? Is change always good? What is different and what has stayed the same between a childhood now and in Victorian times e.g.. school, food, clothes, homes, toys.</p>	<p>decade</p> <p>year</p> <p>era</p> <p>heritage</p> <p>population</p> <p>inventors</p> <p>impact</p> <p>technology</p> <p>inventions</p>
AUTUMN: Significant people and events- explorers		<p>Cause and Consequence: <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i> Recognise why people did things, why events happened and what happened as a result e.g. what was the specific cause of x or y and why it happened then rather than at another time. Why is Ghana an important country?</p>	<p>lifestyle</p> <p>empire</p> <p>monarchy</p> <p>parliament</p> <p>civilisation</p> <p>monarch</p> <p>country</p>
<p>Invasion: <i>Christopher Columbus - compare different explorers e.g. Amelia Earhart. Mai Jameson</i></p>		<p>Significance: <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> Identify historically significant people and events in situations e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? Christopher Columbus, Mai Jameson, Guy Fawkes, Queen Victoria, Dr Banardo</p>	
<p>Parliament: <i>Guy Fawkes.</i></p>			
<p>Diversity: <i>Valuing native citizens. Women in exploration. Mai Jameson</i></p>			
SPRING: History of a non-European country			
<p>Civilisation: <i>A brief history of the non-European country studied. Ghana</i></p>			
<p>Diversity: <i>Study significant people.</i></p>			










<p>SUMMER: Victorian Children</p> <p>Monarchy: <i>Compare different monarchs. Was Queen Victoria a good leader?</i></p> <p>Parliament: <i>Democracy.</i></p> <p>Diversity: <i>The right to an education. Dr Barnardo.</i></p>	<p>The lives of</p>	<p>Historical Enquiry: <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i></p> <p>Choose and use parts of stories and other sources to show understanding of concepts of chronology, similarity, difference, cause and consequence. Ask and answer questions.</p> <p>Examples of enquiry questions:</p> <ul style="list-style-type: none"> • Was Christopher Columbus a hero or villain? • Did Guy Fawkes make the right choice? • Would you rather be a child today or in the Victorian times? • What is parliament? Where is it? What does it look like? What does a Prime Minister do? • Fact vs Fiction – do fictional stories really depict what was like in Victorian times? • What can we find out about Victorian times by looking at artefacts and paintings? 		
<p>significant individuals in the past who have contributed to national and international achievements.</p>				
<p>Significant historical events, people and places in their own locality.</p>				
<p>Historical enquiry process:</p> <ol style="list-style-type: none"> 1. Setting the motivating challenge. 2. Gathering information. 3. 'Working' the information. 4. Making judgments. 5. Refining thinking. 6. Communicating understanding in as imaginative and varied ways as possible. 				












Year 3







<p>National Curriculum End Points for Key Stage 2;</p>	<p>Key Learning – what children must know, do and remember:</p> 	<p>Vocabulary:</p>	<p>Possible evidence to demonstrate working at the Expected Standard for Year 3:</p>
<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	<p>Chronological Knowledge and Understanding: <i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i></p> <p>Extend and deepen their chronologically secure knowledge of history e.g. know how long ago something happened, and have a sense of how long each era in History lasted.</p> <p>Develop a sense of period, what was it really like living in that era? Roman times, Ancient Egypt, StoneAge</p> <p>Continuity and Change: <i>Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trend Describe / make links between main events, situations and changes within and across different periods /societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? What were the similarities and differences between Stone Age and Ancient Egypt?</i></p> <p>Cause and Consequence: <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i></p> <p>Analyse / explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time.</p> <p>Significance: <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i></p> <p>Consider/explain the significance of events, people and developments in their context and in the present e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? Septimus Severus, Brunel, Boudicca, Julius Ceasar</p>	<p>anachronism B.C.E (Before the Common Era) A.D (Anno Domini) C.E (The Common Era) B.C (Before Christ) era period millennium invasion civilization resistance empire colony conquest archaeologist archaeology sources legacy change continuity impact effects consequences legacy importance</p>	<ul style="list-style-type: none"> • Place the time studied on a timeline. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts. • Find out about everyday lives of people in time studied. • Compare with our life today. • Identify reasons for and results of people's actions. • Understand why people may have wanted to do something. • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources - compare different versions of the same story. • Look at representations of the period – museum, cartoons etc. • Use a range of sources to find out about a period.

Year 3 areas of study:		<p>Historical Enquiry: <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i></p> <p>Pursue historically valid enquiries including some they have framed.</p> <p>Understand how different types of sources are used rigorously to make historical claims.</p> <p>Create relevant, structured and evidentially supported accounts. Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author?</p> <p>Enquiry questions:</p> <ul style="list-style-type: none"> • Cheddar Man -how did he get there? What can we learn about the Stone Age from Cheddar Man? • What can we find out aboutthe past from artefacts? • Why did the Romans invade Britain? • What did the Romans do for us? What was their legacy? -roads, medicine, trade, democracy • How diverse was the Roman Army? Who was Septimus Severus? • Fact vs Fiction – do fictional stories really depict what it was like in Roman times? • How have people settled in Britain over the years? 	<p>significance first- hand evidence second-hand evidence</p>	<ul style="list-style-type: none"> • Observe small details – artefacts, pictures. • Select and record information relevant to the study. • Begin to use the library and internet for research.
AUTUMN: Stone Age (including Iron Age) vs Ancient Egypt				
Civilisation: <i>Rise and fall of both civilisations. Compare everyday life, hierarchy, achievements, religion & warfare.</i>				
Diversity: <i>Cheddar man – how did he get here? Comparing classes.</i>				
SPRING: Significant people and events- architects, engineers and designers				
Civilisation: <i>Look at the achievements of a significant engineer such as Isambard Kingdom Brunel and his impact.</i>				
SUMMER: The Romans-settlements, agriculture and farming				
Invasion/Empire: <i>Warfare. Why did people invade and what was the impact?</i>				
Civilisation: <i>What was the impact of Roman Empire on Britain?</i>				
Diversity: <i>Diversity within the army.</i>				
<p>Historical Enquiry process:</p> <ol style="list-style-type: none"> 1. Setting the motivating challenge. 2. Gathering information. 3. 'Working' the information. 4. Making judgements. 5. Refining thinking. 6. Communicating understanding in as imaginative and varied ways as possible. 				

Year 4			
National Curriculum End Points for Key Stage 2:	Key Learning – what children must know, do and remember:	 	Vocabulary: Possible evidence to demonstrate working at the Expected Standard for Year 4:
<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity 		<p>Chronological Knowledge and Understanding: Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</p> <p>Continue to develop chronologically secure knowledge of history e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? Establish clear narratives within and across periods studied. Understand that different versions of the past may exist, giving some reasons for this.</p> <p>How long did Maya empire last? What was life like? What was their rule of law?</p>	<p>anachronism chronological order era/period, B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years</p> <ul style="list-style-type: none"> • Place events from period studied on timeline. • Use terms related to the period and begin to date events. • Understand more complex terms e.g. BC/AD. • Use evidence to reconstruct life in time studied.

<p>and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> They should understand how our knowledge of the past is constructed from a range of sources. <p>Year 4 areas of study:</p>		<p>Continuity and Change: Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trends. Note connections, contrasts and trends over time. Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? How did life stay the same/change under Viking and Anglo Saxon rule? How much has changed for Ancient and modern Maya people?</p>	<p>empire invasion civilisation settlers migration invasions kingdoms settlements Christianity reputation raids resistance Danegeld, culture achievements legacy democracy impact effects consequences change continuity cause/s, historian archaeologist archaeology first- hand evidence second- hand evidence myths and legends</p>	<ul style="list-style-type: none"> Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect. of life in time past Ask a variety of questions. Use the library and internet for research, recall, select and organise historical information. Communicate their knowledge and understanding.
<p>AUTUMN: Vikings through to Anglo Saxons</p>		<p>Cause and Consequence: <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i> Identify and give reasons for, results of, historical events, situations, changes. Describe social, cultural, religious and ethnic diversity in Britain & the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time. What has been the impact of the i-phone? What inventions has it replaced?</p>		
<p>Invasion: <i>Warfare. Why did people invade Britain and what was the impact?</i></p>		<p>Significance: <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> Identify historically significant people and events in situations. Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</p>		
<p>Civilisation: <i>Similarities and differences. Religion, art and culture.</i></p>		<p>Historical Enquiry: <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i> Regularly address and sometimes devise historically valid questions.</p>		
<p>Parliament: <i>Danelaw.</i></p>		<p>Understand how knowledge of the past is constructed from a range of sources.</p>		
<p>Diversity: <i>Using evidence to explore stereotypes of the Vikings.</i></p>		<p>Construct informed responses by Selecting and organising relevant historical information.</p>		
<p>SPRING: The i-phone and the inventions it developed or replaced.</p>		<p>Develop the appropriate use of historical terms. <u>Examples of enquiry questions:</u></p> <ul style="list-style-type: none"> Why did the Anglo-Saxon and Viking invade? Were the Viking invaders or settlers? What does migration mean? Was life better under the Vikings or Anglo-Saxons? Who did the Vikings trade with? How do we know? What were the role of women in Viking, Anglo Saxon life? 		
<p>Civilisation: <i>Explore how some inventions have developed over time e.g. camera, phone</i></p>		<p>Fact vs Fiction – do fictional stories really depict what it was like in XX times? What can we learn about life in Viking and Anglo Saxon times through archaeology?</p>		
<p>Diversity: <i>Thomas Edison – living with a disability..</i></p>		<p>Understand how knowledge of the past is constructed from a range of sources.</p>		
<p>SUMMER: Maya -civilization in rainforest</p>		<p>Construct informed responses by Selecting and organising relevant historical information.</p>		
<p>Civilisation: <i>Where and when did the Maya live? Religion, food, shelter, city states – contrast with Anglo-Saxons.</i></p>		<p>Develop the appropriate use of historical terms. <u>Examples of enquiry questions:</u></p>		
<p>Monarchy : <i>Hierarchy to monarchy. Legacy of the Maya.</i></p>		<p>Develop the appropriate use of historical terms. <u>Examples of enquiry questions:</u></p>		
<p>Diversity: <i>The role of women in Viking, Anglo Saxon life.</i></p>		<p>Develop the appropriate use of historical terms. <u>Examples of enquiry questions:</u></p>		
<p>Historical enquiry process:</p> <ol style="list-style-type: none"> Setting the motivating challenge. Gathering information. 'Working' the information. Making judgements. Refining thinking. 				

Year 5			
National Curriculum End Points for Key Stage 2:	Key Learning – what children must know, do and remember:	 	Vocabulary:
<p>By end of Key Stage:</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 	<p>Chronological Knowledge and Understanding: Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</p> <p>Extend and deepen their chronologically secure knowledge of history. Make connections and contrasts with significant events. Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. know how long ago something happened, and have a sense of how long each era in History lasted. Develop a sense of period, what was it really like living in that era? How can we find out about life during the industrial revolution from records, photographs, paintings, eyewitness accounts and other sources? Are all sources accurate??</p> <p>Continuity and Change: Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trends.</p> <p>Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good? What has stayed the same and what has changed in our local area since the industrial revolution?</p> <p>Cause and Consequence: <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i></p> <p>Identify and give reasons for, results of, historical events, situations, changes Describe social, cultural, religious and ethnic diversity in Britain & the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time. What was the effect of colonization on the building of British Empire? Why did slavery begin? How did it end?</p> <p>Significance: <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? Why was William Knibb, Thomas Clarkson significant in the abolition of slavery? Significant Victorians in local area study.</p> <p>Historical Enquiry: <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i></p> <p>Pursue historically valid enquiries including some they have framed.</p> <p>Understand how different types of sources are used rigorously to make historical claims.</p> <p>Create relevant, structured and evidentially supported accounts. Use historical terms and concepts in increasingly sophisticated ways. Examples of enquiry questions:</p> <ul style="list-style-type: none"> Are explorers all pirates? How did our local area change during the industrial revolution? Where would we be without the railways? How does Victorian pollution compare with pollution in our own time? Fact vs Fiction – do fictional stories really depict what it was like for explorers? 	<p>chronological order era/period BCE (before the common era) CE (common era) BC (before Christ) AD (Anno Domini) millennium nation monarchy extent of change extent of continuity turning point primary evidence secondary evidence source eye- witness reliable impact effect consequences legacy significance impression change continuity historian empire colony interpretation</p>	<p>Possible evidence to demonstrate working at the Expected Standard for Year 5:</p> <ul style="list-style-type: none"> Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Study different aspects of different people - differences between men and women. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period. Examine causes and results of great events and the impact on people. Explain how an event/person/development has impacted upon the present. Consider how life could have been different today without the significant event/people/development studied. Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence. Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events. <p>Historical enquiry process:</p> <ul style="list-style-type: none"> Setting the motivating challenge. Gathering information. 'Working' the information. Making judgements. Refining thinking.
Year 5 areas of study:			
AUTUMN:			
Tudor Seafarers			
Invasion: Colonisation, trade, imports, disease 			
Monarchy/Empire: Motivation for seafaring and exploration. Elizabeth I - Spanish Armada. Philip II Spain – religious struggle. 			
Diversity: Black migrants in Tudor times e.g. Jacques Francis. 			
SPRING:			
Victorians & Industrial Revolution			
Monarchy: Queen Victoria's global influence and influences on her. 			
Parliament: Local study, parish records, buildings. Was Parliament responsible for the industrial revolution? 			
Civilisation: Colonisation and slavery - Thomas Clarkson, William Knibb, John Anderson. 			
Diversity: The role of women in Industrial revolution Migration from country to city 			
SUMMER:			
The Space Race.			
Civilisation: A brief history of the first moon landing. 			

Year 6			
National Curriculum End Points for Key Stage 2:		Key Learning – what children must know, do and remember:	 
<p>By the end of KS2 children should be taught:</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. <p>Historical enquiry process:</p> <ol style="list-style-type: none"> Setting the motivating challenge. 		<p>Chronological Knowledge and Understanding: <i>Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc.</i> Extend and deepen their chronologically secure knowledge of history e.g. know how long ago something happened, and have a sense of how long each era in History lasted, develop a sense of period, what was it really like living in that era? Make connections with significant events, draw contrasts and analyse trends within periods and over long arcs of time. Use historical terms and concepts in increasingly sophisticated ways.</p> <p>How can we use historical sources to find out what life was like as a child during the second world war - photogrpahs, eye witness accounts, maps, statistics, National archive , Pathe film.</p>	<p>Vocabulary:</p> <p>empire colonisation economy invasion democracy monarchy king queen tyranny dictatorship parliament coalition ally artefact occupation Commonwealth chronological order era/period BCE (before the common era) CE (common era) BC (before Christ) AD (Anno Domini) millennium nation monarchy extent of change extent of continuity turning point primary evidence secondary evidence source eye- witness reliable impact effect consequences legacy significance impression change continuity historian empire colony interpretation</p>
<p>Year 6 areas of study:</p> <p>AUTUMN: World War II: Compare life as a child (British, German, Jewish, Polish) Live evacuation</p> <p>Invasion: through the eyes of a child.</p> <p>Monarchy: through the eyes of a child.</p> <p>Parliament: through the eyes of a child.</p> <p>Diversity: Comparing different countries and classes.</p> <p>SPRING: Vesuvius, Pompeii-have we always had natural disasters?</p> <p>Civilisation: . The Roman civilization -life in Pompeii</p> <p>Diversity: Black people in art.</p> <p>SUMMER: Post 1066: A study of migration over time and today</p> <p>Monarchy  Parliament </p> <p>Invasion  Civilisation </p> <ol style="list-style-type: none"> Gathering information. 'Working' the information. Making judgements. Refining thinking. Communicating understanding 		<p>Continuity and Change: Continuity and Change – understanding how and why change occurs in history, why and how things stay the same and analysing trends. Describe / make links between main events, situations and changes within and across different periods/societies. e.g. what has changed, but more importantly what has stayed the same? Is change always good? What was life like for children during the second world war and today? What has stayed the same, what is different?-food, school, clothes, toys How do we know what life was like in Pompeii at the time of Vesuvius eruption? Post 1066 unit, how has life changed but also stayed the same throughout history?</p> <p>Cause and Consequence: <i>Identify, describe reasons for and results of historical events, situations and changes studied in the past.</i> Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time. What was the consequence of war on children? Evacuation, food, split families etc. How did the war influence migration?</p> <p>Significance: <i>Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</i> Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study? How were women significant during World War 2? Why was Churchill significant? Why was democracy important during the war? What is tyranny?</p> <p>Historical Enquiry: <i>Understanding the methods of enquiry, including how evidence is used to make historical claims.</i> <i>Pursue historically valid enquiries including some they have framed</i> <i>Understand how different types of sources are used rigorously to make historical claims.</i> <i>Create relevant, structured and evidentially supported accounts.</i> <i>Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical accounts biased depending on the author?</i></p> <p>Examples of enquiry: What was life like for a child during the second world war? What were the pros and cons of be of being evacuated? What was life like for German/English Polish children during war? How well does a fictional story tell us what it was like to be an evacuee? How do we know about the eruption of Vesuvius, how do we know about life in Pompeii at that time? What patterns of migration occurred – within, from, and to the UK?</p>	

- Possible evidence to demonstrate working at the Expected Standard for Year 6:
- Place current study on timeline in relation to other studies.
 - Use relevant dates and terms
 - Sequence up to 10 events on a timeline.
 - Know key dates, characters and events of time studied.
 - Have a sense of period of era studied.
 - Select and organise information to produce structured work, making appropriate use of dates and terms.
 - Link sources and work out how conclusions were arrived at.
 - Consider ways of checking the accuracy of interpretations-fact of fiction and opinion.
 - Be aware that different evidence will lead to different conclusions.
 - Confidently use the library and internet for research.
 - Recognise primary and secondary sources.
 - Bring knowledge gathered from several sources together in a fluent account.
 - Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same. beliefs and values and feelings.
 - Compare beliefs and behaviour with another time studied.
 - Write an explanation with another time studied.
 - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.