

## History Curriculum

### Year A - YEAR 1/2

	Autumn	Spring	Summer
	What is history?	How was school different in the past?	What is a monarch?
<b>Key skills</b>	The details for this unit will follow later in the academic year	<p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Recognising some things which have changed/stayed the same as the past.</p> <p>Identifying simple reasons for changes.</p> <p>Identifying similarities and difference between ways of life at different times</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past</p> <p>Making simple observations about a source or artefact</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p> <p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Making links and connections across a unit of study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Knowing some things which have changed/stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Discussing who was important in a historical event.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p> <p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Making links and connections across a unit of study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p>
<b>Key knowledge</b>		<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p> <p>To know that changes may come about because of improvements in technology.</p>	<p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time</p> <p>To know that some events are more significant than others.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>

		<p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	<p>To know that the past is represented in different ways.</p> <p>To know that a monarch is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that in the past monarchs had absolute power</p>
<b>Tasks</b>		<p>Were schools different in the past? To find out how schools have changed over time.</p> <p>How have schools changed within living memory? To investigate what school was like in the past.</p> <p>How were schools different in the 1900s</p> <p>To investigate what schools were like in the 1900s.</p> <p>How have schools changed? To compare a modern classroom with a classroom 100 years ago.</p> <p>What is similar and different about schools now and in the past? To compare three periods of time.</p> <p>Would you have preferred to go to school in the past? To express a personal response to history</p>	<p>What is a monarch?</p> <p>Who is our monarch today?</p> <p>How did William the Conqueror become King of England?</p> <p>How did William the Conqueror rule?</p> <p>How did castles change?</p> <p>What was a monarch in the past? To describe what a monarch is. To explain why coronations take place. To explain how William the Conqueror became King of England. To identify how William the Conqueror built castles while ruling England. To identify features of a castle that would be effective when defending against attacks. To suggest what a monarch was like in the past.</p>
<b>Vocabulary</b>		<p>Past timeline date different decade present important similar modern Living memory evidence source decade beyond preferred</p>	<p>absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer coronation crowning defend earl Edward the Confessor fortified manor house gatehouse government Harold Godwinson, Earl of Wessex Harald Hardrada Head of State invade investing keep</p>
<b>Outcomes</b>		<p>Correctly order and date four photographs on a timeline and add some dates.</p> <p>Ask one question about schools in the past.</p> <p>Make one comparison between schools in the past and present.</p> <p>Use sources to research and develop an understanding of what schools were like 100 years ago.</p> <p>Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</p> <p>Recognise two similarities and two differences between schools now and schools in the past.</p> <p>State whether they would have preferred to go to school in the past or not and explain why.</p>	<p>Recall that a monarch is a king or queen.</p> <p>Explain that recent monarchs in the UK do not have the power to make decisions alone.</p> <p>Identify some of the monarch's roles.</p> <p>Explain that a king or queen is crowned in a special ceremony called a coronation.</p> <p>Name some of the main steps in the coronation ceremony.</p> <p>Explain the use of special objects in the coronation.</p> <p>Use sources to explain how William the Conqueror became King of England.</p> <p>Know that monarchs in the past had all the power to make decisions.</p> <p>Explain how William the Conqueror kept order and conquered England.</p> <p>Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles.</p> <p>Explain how castles have changed over time. Recognise that we still have castles today.</p> <p>Sequence castles on a timeline.</p> <p>Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time.</p> <p>Make comparisons between past and present.</p>

## Year B YEAR 1/2

	Autumn	Spring	Summer
	How am I making history?	How have toys changed?	How did we learn to fly?
<b>Key Skills</b>	<p>Sequencing three or four events in their own life.</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Placing events on a simple timeline.</p> <p>Being aware that some things have changed and some have stayed the same in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Recalling special events in their own lives.</p> <p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Making simple observations about the past from a source.</p> <p>Interpreting evidence by making simple deductions.</p> <p>Describing the main features of concrete evidence of the past or historical evidence.</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as – old, new, long time ago.</p>	<p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Sequencing three or four artefacts from different periods of time.</p> <p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>Asking why things happen and beginning to explain why with support.</p> <p>Being aware that some things have changed and some have stayed the same in their own lives.</p> <p>Recalling special events in their own lives.</p> <p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Sorting artefacts from then and now.</p> <p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p> <p>Using sources of information, such as artefacts, to answer questions</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p> <p>Interpreting evidence by making simple deductions.</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence.</p> <p>Drawing simple conclusions to answer a question.</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as – old, new, long time ago.</p>	<p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, <b>(building on times studied in Year 1 if they are Y2)</b></p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Identifying simple reasons for changes.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Knowing some things which have changed/stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Discussing who was important in a historical event.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p> <p>Evaluating how reliable a source is.</p> <p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Making links and connections across a unit of study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p> <p>Identifying a primary source</p>
<b>Key Knowledge</b>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at ‘now’ on a timeline then look back.</p> <p>To know that ‘the past’ is events that have already happened.</p> <p>To know that ‘the present’ is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that people change as they grow older.</p> <p>To know that throughout someone’s lifetime, some things will change and some things will stay the same.</p>	<p>To know that throughout someone’s lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p> <p>To know that everyday objects have changed as new materials have been invented.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that changes may come about because of improvements in technology.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that ‘historically significant’ people are those who changed many people’s lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p>

	<p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p>	<p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p> <p>To know some inventions that still influence their own lives today.</p>	<p>To begin to identify achievements and inventions that still influence their own lives today.</p> <p>To know the legacy and contribution of the inventions.</p> <p>To be aware of the achievements of significant individuals.</p>
<b>Tasks</b>	<p>What is my history? To develop an understanding of personal chronology.</p> <p>How can I find out more about myself? To learn more about my history.</p> <p>How are special events remembered? To explore how we remember events.</p> <p>What was it like for children in the past? To find out what childhood was like for our parents and grandparents.</p> <p>What have I learnt about childhood in the past? To compare childhood now with childhood in the past.</p> <p>How am I making history? To identify that some things change and some things stay the same.</p>	<p>What is your favourite toy? To discuss a favourite toy.</p> <p>Did your parents and grandparents play with the same toys as you? To find out what toys our parents and grandparents played with.</p> <p>What were toys like in the past? To investigate what toys were like up to 100 years ago.</p> <p>What is similar and different about toys now and in the past? To compare toys from the past with modern toys.</p> <p>How have teddy bears changed over time? To investigate how teddy bears have changed over time.</p> <p>How have toys changed? To know how toys have changed over time.</p>	<p>Who were the Wright brothers? To find out about the Wright brothers.</p> <p>When was the first flight? To develop an understanding of historical significance.</p> <p>Why was Bessie Coleman significant? To investigate Bessie Coleman is significant.</p> <p>Why is Amelia Earhart significant? To develop an understanding of primary sources.</p> <p>Why was the Moon landing special? To investigate why we remember the Moon landing.</p> <p>How did we learn to fly? To place events on a timeline</p>
<b>Vocabulary</b>	<p>celebrate celebration change childhood different event family future grandparent living memory memory now present past remember significant similar time capsule lifetime timeline</p>	<p>artefact century decade different evidence living memory memory modern now past present remember similar source special</p>	
<b>Outcomes</b>	<p>Order three photographs correctly on a simple timeline.</p> <p>Use the terms 'before' and 'after' when discussing their timelines.</p> <p>Talk about three memories and place one of them on a timeline.</p> <p>Explain why memories are special and name four events that they celebrate throughout the year.</p> <p>Think of three ways they celebrate their birthday.</p> <p>Ask a visitor one question about childhood in the past.</p> <p>Know a similarity and a difference between childhood now and in the past.</p> <p>Add three ideas to a time capsule about themselves.</p> <p>Use key vocabulary to compare the present, the past and possible changes in the future.</p>	<p>Discuss their favourite toy using language related to the past.</p> <p>Ask questions about toys in the past.</p> <p>Make comparisons between toys in the past and present.</p> <p>Sequence artefacts from different periods of time.</p> <p>Identify changes between teddy bears today and those from 100 years ago.</p> <p>Describe how toys have changed over time.</p>	<p>Identify important events surrounding the history of flight.</p> <p>Explain how a significant event has changed the lives of others.</p> <p>Ask questions about people and events in the past.</p> <p>Use primary sources to find out about people and events in the past.</p> <p>Correctly order five events on a timeline.</p>

## Year A - YEAR 3/4

	Autumn	Spring	Summer
	How have children's lives changed?	Would you prefer to live in the Stone, Iron or Bronze Age?	What did the Ancient Egyptians believe?
<b>Key Skills</b>	<p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods</p> <p>Sequencing eight to ten artefacts, historical pictures or events.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline</p> <p>Identifying reasons for change and reasons for continuities</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Identifying sources which are influenced by the personal beliefs of the author.</p> <p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Evaluating the usefulness of different sources.</p>	<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Interpreting evidence in different ways.</p>	<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p> <p>Identifying the links between different societies.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>

	<p>Understanding how historical enquiry questions are structured</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Recognising similarities and differences between past events and today.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Constructing answers using evidence to substantiate findings</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	
<p><b>Key Knowledge</b></p>	<p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p>	<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p>	<p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that change can be brought about by advancements in trade.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles</p>

	To know that education existed in some cultures, times and groups.	<p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence</p> <p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p> <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations</p> <p>To understand that the traders were the rich members of society</p>	<p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To compare the beliefs in different cultures, times and groups.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>
<b>Tasks</b>	<p>What do sources tell us about how children's lives have changed? To identify how children's lives have changed using a range of sources</p> <p>Why did Tudor children work and what was it like? To understand why children worked in Tudor times and what working conditions were like.</p> <p>What jobs did children have in Victorian England and what were they like? To understand the types of jobs Victorian children had and their working conditions.</p> <p>How did Lord Shaftesbury help to change the lives of children? To understand how Lord Shaftesbury changed children's lives.</p> <p>How and why has children's leisure time changed? To understand how and why children's leisure time has changed.</p> <p>What were the diseases children caught and how were they treated? To understand which diseases children caught and how they were treated.</p>	<p>How long ago did prehistoric man live? To recognise that prehistory was a long time ago and was the beginning of the history of mankind.</p> <p>What does Skara Brae tell us about life in the Stone Age? To use archaeological evidence to learn about prehistoric houses.</p> <p>Who was the Amesbury Archer?</p> <p>To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. How did bronze change life in the Stone Age? To explain how bronze transformed prehistoric life</p> <p>How did trade change the Iron Age? To understand the importance of trade during the Iron Age.</p> <p>What changed between the Stone Age and the Iron Age? To compare settlements in the Neolithic and Iron Age.</p>	<p>Who were the Egyptians and when did they live? To know when and where the ancient Egyptians lived.</p> <p>What did the ancient Egyptians believe? To explain the importance of the Egyptian gods and goddesses</p> <p>Why and how did the Egyptians build the pyramids? To evaluate the challenges of building an Egyptian pyramid.</p> <p>How and why did the Egyptians mummify people? To explain how and why the Egyptians mummified people.</p> <p>What does the Book of the Dead tell us about ancient Egyptian beliefs? To make inferences about Egyptian beliefs, using primary sources.</p> <p>What did the ancient Egyptians believe?. To evaluate significant ancient Egyptian beliefs.</p>
<b>Vocabulary</b>	Childhood continuity change chronological order inference observation apprentice	Stone Age BC AD prehistory Ancient Egypt Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence Evidence limitations Amesbury Archer Stonehenge artefacts	afterlife Book of the Dead civilisation historically significant immortal mummification preserve Ra River Nile sarcophagus

	chaffing wheat hot seat master oath primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government ragged schools poverty bill reform	Deduction flint duration similarities differences	
<b>Outcomes:</b>	<p>Make observations and deductions from sources.</p> <p>Suggest how children's lives have changed.</p> <p>Explain why children needed to work.</p> <p>Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</p> <p>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p> <p>Use sources to identify leisure activities and compare them over time.</p> <p>Identify diseases from the past and discuss how effective the treatments were.</p>	<p>Understand that prehistory was a long time ago.</p> <p>Accurately place AD and BC on a timeline.</p> <p>Identify conclusions that are certainties and possibilities based on archaeological evidence.</p> <p>Explain the limitations of archaeological evidence.</p> <p>Use artefacts to make deductions about the Amesbury Archer's life.</p> <p>Identify gaps in their knowledge of the Bronze Age.</p> <p>Explain how bronze was better than stone and how it transformed farming.</p> <p>Explain how trade increased during the Iron Age and why coins were needed.</p> <p>Identify changes and continuities between the Neolithic and Iron Age periods.</p> <p>Explain which period they would prefer to have lived in, providing evidence for their choice.</p>	<p>Identify the ancient civilisations and key periods in ancient Egypt.</p> <p>Describe the physical features of Egypt.</p> <p>Explain the Egyptian creation story.</p> <p>Identify the characteristics of important gods or goddesses.</p> <p>Explain why the pyramids were built. Identify the stages and challenges of building a pyramid.</p> <p>Explain the links between ancient Egyptian beliefs and mummification.</p> <p>Name sources that can be used to find out about ancient Egyptian beliefs.</p> <p>Explain some Egyptian beliefs about the afterlife.</p>

## Year B - YEAR 3/4

	Autumn	Spring	Summer
	Why did the Romans settle in Britain?	How hard was it to invade and settle in Britain?	How did Benin compare to medieval Britain?
<b>Key Skills</b>	<p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p>	<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p> <p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p>	<p>The details for this unit will follow later in the academic year</p>



	<p>Identifying the links between different societies.  Identifying the consequences of events and the actions of people.  Identifying reasons for historical events, situations and changes.  Identifying similarities and differences between periods of history.  Explaining similarities and differences between daily lives of people in the past and today.  Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.  Recalling some important people and events.  Identifying who is important in historical sources and accounts.  Using a range of sources to find out about a period.  Using evidence to build up a picture of a past event.  Observing the small details when using artefacts and pictures.  Identifying the differences between different sources and giving reasons for the ways in which the past is represented.  Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.  Evaluating the usefulness of different sources  Asking questions about the main features of everyday life in periods studied, e.g. how did people live.  Asking questions about the bias of historical evidence.  Using a range of sources to construct knowledge of the past  Defining the terms 'source' and 'evidence'  Extracting the appropriate information from a historical source.  Identifying primary and secondary sources.  Identifying the bias of a source.  Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.  Making links and connections across a period of time, cultures or groups.  Asking the question "How do we know?"  Reaching conclusions that are substantiated by historical evidence.  Communicating knowledge and understanding through discussion, debates, drama, art and writing.  Constructing answers using evidence to substantiate findings.  Identifying weaknesses in historical accounts and arguments.  Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.  Creating a structured response or narrative to answer a historical enquiry.</p>	<p>Comparing different periods of history and identifying changes and continuity.  Describing the changes and continuity between different periods of history.  Identifying the links between different societies.  Identifying the consequences of events and the actions of people.  Identifying reasons for historical events, situations and changes.  Recalling some important people and events  Identifying who is important in historical sources and accounts.  Using a range of sources to find out about a period.  Using evidence to build up a picture of a past event.  Observing the small details when using artefacts and pictures.  Identifying and giving reasons for different ways in which the past is represented.  Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.  Evaluating the usefulness of different sources.  Understanding how historical enquiry questions are structured.  Creating historically-valid questions across a range of time periods, cultures and groups of people.  Asking questions about the main features of everyday life in periods studied, e.g. how did people live.  Asking questions about the bias of historical evidence.  Using a range of sources to construct knowledge of the past  Extracting the appropriate information from a historical source.  Identifying primary and secondary sources.  Identifying the bias of a source.  Comparing and contrasting different historical sources.  Understanding that there are different ways to interpret evidence.  Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.  Making links and connections across a period of time, cultures or groups.  Asking the question "How do we know?"</p>	
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<p><b>Key Knowledge</b></p>	<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that the actions of people can be the cause of change</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p> <p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p>	<p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To know who became the first ruler of the whole of England.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p> <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p>	
<p><b>Tasks</b></p>	<p>Why did the Romans invade and settle in Britain? To understand why the Romans invaded Britain.</p> <p>How did Britons respond to the Roman invasion? To create a visual interpretation of Boudicca.</p> <p>Why was the Roman army so successful? (Part 1) To understand how Roman soldiers were equipped for war.</p>	<p>Who were the Anglo Saxons and the Scots? To understand why the Anglo Saxons invaded Britain.</p> <p>How did the Anglo-Saxons settle in Britain? To identify the features of Anglo Saxon settlements and how they changed from prehistoric times.</p>	

	Why was the Roman army so successful? (Part 2) To understand Roman army battle formations. What do artefacts tell us about life in Roman times? To make inferences about life in Roman times. How did the Romans change modern Britain? To identify the Roman legacy in Britain	What does Sutton Hoo tell us about Anglo-Saxon life? To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. How did Christianity arrive in Britain? To understand how Anglo Saxons converted to Christianity. Was King Alfred really great? To create an interpretation of Alfred the Great. How did Anglo Saxon rule end? To understand how Anglo Saxon rule ended	
<b>Vocabulary</b>	Boudicca empire inference invasion legacy Romans settlers	Angles Britons convert empire inference invasion Kingdom missionary paganism Pope Romans Saxons settlement settlers Vikings	
<b>Outcomes:</b>	Explain the meaning of empire and invasion. Understand the chronology of the Roman invasion of Britain. Identify the consequences of the Roman invasion. Create an interpretation of Boudicca using sources. Explain why the Romans needed a powerful army. Identify a soldier's equipment. Explain how the Roman army was organised and perform simple manoeuvres and drills. Make observations about an artefact. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo Saxons. Identify the qualities needed to be a monarch in 1066.	

## Year A - YEAR 5/6

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>What was life like in Tudor Britain?</b>	<b>What was the impact of WWII on the people of Britain?</b>	<b>Were the Vikings raiders, traders or settlers?</b>
<b>Key Skills</b>	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Putting dates in the correct century. Using the terms AD and BC in their work. Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Comparing and making connections between different contexts in the past. Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.	The unit currently being taught is 'How did the Maya civilisation compare t the Anglo Saxons?' It will be changed to the above unit in September 2023.

	<p>Analysing and presenting the reasons for changes and continuity.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time</p> <p>Identifying significant people and events across different time periods.</p> <p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Planning a historical enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p> <p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p> <p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources</p> <p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p>	
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		<p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims</p>	
<p><b>Key Knowledge</b></p>	<p>To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.</p> <p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p> <p>To understand how the monarchy exercised absolute power.</p> <p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p> <p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To know that trade routes from Britain expanded across the world</p>	<p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand how to represent a scale on a timeline.</p> <p>To understand how to create their own timeline selecting significant events.</p> <p>To know that change can be brought about by conflict.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p> <p>To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p> <p>To understand the process of democracy and parliament in Britain</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p> <p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p> <p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p> <p>To know that trade routes from Britain expanded across the world</p>	

	<p>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p>	<p>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p>To understand that the methods of trading developed from person to boats, trains and planes.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p>	
<b>Tasks</b>	<p>Fair ruler or tyrant? What was Henry VIII really like? To use different types of evidence to interpret the character of Henry VIII.</p> <p>Why was Anne Boleyn killed? To make deductions about Anne Boleyn from a range of primary and secondary sources.</p> <p>Why did Henry VIII have so many wives? To understand why Henry VIII had many wives.</p> <p>What was a Royal Progress? To extract evidence from primary sources about the Royal Progresses of Elizabeth I.</p> <p>What can inventories tell us about life in Tudor times? (Part 1) To make deductions about the people in Tudor England using inventories.</p> <p>What can inventories tell us about life in Tudor times? (Part 2) To create a realistic inventory for a person living in Tudor times.</p>	<p>Why did Britain go to war in 1939? To understand the causes of World War 2.</p> <p>Who won the Battle of Britain? To understand how the Battle of Britain was won.</p> <p>What do sources tell us about the Blitz? To make inferences about the Blitz using images.</p> <p>What was evacuation like for children? (Part 1) ? To understand the emotions and experiences of children during the evacuation.</p> <p>What was evacuation like for children? (Part 2) effort To evaluate the accuracy and reliability of sources.</p> <p>What impact did WW2 have on women's lives? To identify the impact of WW2 on women's lives.</p> <p>How did migrants help the war?</p>	
<b>Vocabulary</b>	<p>Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler monarch portrait interpretation primary source secondary source bias historical investigation Anne Boleyn Catherine of Aragon Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir evidence Royal Progress propaganda image litter historical deductions</p>	<p>accuracy air raid Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability</p>	
<b>Outcomes:</b>	<p>Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.</p> <p>Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.</p> <p>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.</p> <p>Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.</p> <p>Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</p> <p>Make deductions using inventories and making judgements as to whether a person was rich or poor.</p>	<p>Identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women's lives.</p>	

	Explain how inventories are useful to historians and create a realistic inventory.		
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## Year B - YEAR 5/6

	Autumn	Spring	Summer
	What does the census tell us about our local area?	Unheard histories – who should go on bank notes?	What did the Greeks ever do for us?
<b>Key Skills</b>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Using relevant dates and relevant terms for the period and period labels</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Addressing and devising historically valid questions</p> <p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Recognising ‘gaps’ in evidence.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source</p> <p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p> <p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicting simple causation</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p>	<p>Putting dates in the correct century.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p> <p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Explain the significance of events, people and developments.</p> <p>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</p> <p>Comparing accounts of events from different sources.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Addressing and devising historically valid questions.</p> <p>Evaluating the interpretations made by historians.</p> <p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising ‘gaps’ in evidence.</p>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Using the terms AD and BC in their work.</p> <p>Using relevant dates and relevant terms for the period and period labels</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Making links between events and changes within and across different time periods / societies.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p> <p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p> <p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p> <p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</p> <p>Comparing accounts of events from different sources.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Evaluating the interpretations made by historians.</p> <p>Identifying methods to use to carry out the research.</p>

	<p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.</p>	<p>Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Making connections, drawing contrasts and analysing within a period and across time. Reaching conclusions which are increasingly complex and substantiated by a range of sources Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources Using evidence to support and illustrate claims.</p>	<p>Asking questions about the interpretations, viewpoints and perspectives held by others. Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Making increasingly complex interpretations using more than one source of evidence. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.</p>
<p><b>Key Knowledge</b></p>	<p>To know that change can be traced using the census. To know that members of society standing up for their rights can be the cause of change. To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. To understand the types of information that can be extracted from the census. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. To understand the changes and reasons for the organisation of society in Britain. To be able to compare development and role of education in societies. To understand the changing role of women and men in Britain.</p>	<p>To know that members of society standing up for their rights can be the cause of change. To understand that there are different interpretations of historical figures and events. To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that there are changes in the nature of society. To be aware of the different beliefs that different cultures, times and groups hold. To be able to identify the impact of beliefs on society. To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To understand the changing role of women and men in Britain. To understand the development of global trade. To understand that people in the past were as inventive and sophisticated in thinking as people today. To be able to identify the achievements of civilisations and explain why these achievements were so important.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya, and Victorians. To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand how to represent a scale on a timeline. To know that members of society standing up for their rights can be the cause of change. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires. To be aware of the different beliefs that different cultures, times and groups hold.</p>



		To be able to compare the achievements of different civilisations and groups.	To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand that there are differences between early and later civilisations. To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To be able to identify the achievements of civilisations and explain why these achievements were so important. To be able to compare the achievements of different civilisations and groups.
<b>Tasks</b>	<p>What does the census tell us about the people living in our local area? To use the census to make inferences about people from the past.</p> <p>What happened to Mary Bucktrout? (Part 1) To use the census to investigate how the lives of people in the past changed.</p> <p>What happened to Mary Bucktrout? (Part 2) To use primary sources to find out about the working conditions of children in factories.</p> <p>How did Mary Bucktrout feel about the key events in her life? To recreate the thoughts and feelings of Mary Bucktrout.</p> <p>Who lived in our local area? (Part 1) To reconstruct the lives of people in a household using the census.</p> <p>Who lived in our local area? (Part 2) To compare census returns and identify continuities and changes in a household.</p>	<p>Who features on banknotes and why? To explain the significance of people on banknotes.</p> <p>Was Alfred the Great or Elizabeth I the more significant monarch? To decide whether a person is historically significant.</p> <p>How were Ellen Wilkinson and Betty Boothroyd historically significant? To evaluate the significance of historical figures.</p>	<p>Who were the Greeks and when did they live? To understand where and when the ancient Greeks lived.</p> <p>What did the Greeks believe? To understand the importance of the Greek gods.</p> <p>How was ancient Greece governed? To identify similarities and differences between Athens and Sparta.</p> <p>Did the ancient Greeks give us democracy? To understand how Athenian democracy worked.</p> <p>How do Greek philosophers influence us today? To understand the importance of the ancient Greek philosophers.</p> <p>What did the Greeks do for us? To identify and explain the achievements of the ancient Greeks.</p>
<b>Vocabulary</b>	<p>Bobbins can-hooker carding census comparing Condition enumeration books enumerator flax flax linen flax mill spinner governess head of household inference joiner observation overlooker piecer reconstruct schedule scholar shilling suffragette textile mill textiles William Dodd yarn</p>	<p>Alan Turing criteria issuing bank historically significant Jane Austen Joseph William Turner remarkable remembered watermark Winston Churchill Lily Parr Betty Snowball</p>	<p>assembly constitutional monarchy democracy direct democracy ethics government period philosophy oligarchy representative democracy</p>

<p><b>Outcomes:</b></p>	<p>Identify the type of information the census gives about people.          Use the census to make inferences about people from the past, providing supporting evidence for their statements.          Make observations from the census and identify changes between periods of time.          Identify the dangers of working in a textile mill.          Create questions to identify the thoughts and feelings of a Victorian working child.          Identify the key events of Mary's life and interpret her thoughts and feelings.          Extract information from the census to recreate the lives of people who lived in a household from the local area.          Extract information from the census and decide whether a family was rich or poor.          Describing change throughout time.</p>	<p>Name the features of a banknote.          Make inferences about a person using a banknote.          Explain the significance of historical figures.          Make inferences from sources.          Apply criteria to decide if a person is historically significant and explain why.          Explain the significance of William Tuke.          Research important aspects of a person's life. Explain what makes a person significant.</p>	<p>Describe the features of ancient Greece.          Identify the key periods in the ancient Greek civilisation.          Make inferences about Greek gods.          Research a Greek god.          Compare Athens and Sparta.          Understand the different types of democracy.          Explain how Athenian democracy worked.          Explain what philosophy is. Identify the achievements of the ancient Greek philosophers.          Identify the ancient Greeks' legacies and their impact.</p>
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