

Reception	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Key Concept	Time, Change and Continuity	Sources and Evidence	Similarity and Difference	Similarity and Difference	Similarity and Difference / Time, Change and Continuity	Significance
Understanding the World: Past and Present	<ul style="list-style-type: none"> Talking about key events in their own life Talking about their own family and friends Talking about how they have grown and changed Looking at other people and noticing how they have grown and changed Talking about pre-school experiences 	<ul style="list-style-type: none"> Talking about memories of personal celebrations and traditions, e.g. birthdays, Christmas, bonfire night Discussing and sharing experiences of family traditions, e.g. Christmas and birthdays 	<ul style="list-style-type: none"> Talking about similarities and differences between the past and now using experience and the things they have read/heard about in books 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> Talk about what is the same and different, observe and record the changes that occur to the plants there are growing, using appropriate vocabulary 	<ul style="list-style-type: none"> Develop their understanding of past and present through events and significant people (house teams/vehicles) Talk about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Develop a greater understanding of the past through settings, characters and events encountered in books read in class and storytelling.
Objectives	<p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about their own life story and how they have grown and changed, including significant events in their own experience Show an interest in the lives of people who are familiar to them through talk and discussions 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Understand that there are similarities and differences between things in the past and now, through talking about things such as family celebrations and traditions, e.g. birthday parties Use visual images and digital media to explore and talk about familiar situations in the past 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Through books and digital media they will learn about life in the past (dinosaurs) , making comments and asking questions to further their knowledge and understanding 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Find out about the lives of people around them and their roles in society through questions, discussions and observations 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about past and present events in relation to their own lives and experiences, e.g. remember that they grew sunflowers in nursery, etc. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use secondary sources, including artefacts, media and stories to find out about the past Use knowledge and information learnt to develop their understanding of significant events and people in the past

Year 1	Aut 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Topics + Concepts		The Great Fire of London: Civilisation / Cause & Consequence	Florence Nightingale & Mary Seacole: Conflict / Significance	Family Album: Children / Time, Change & Continuity		
N.C Strand		Events beyond living memory that are significant nationally or globally.	The lives of significant individuals in the past who have contributed to national and international achievements.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		
Enquiry Qs		What happened to change London in 1666? <ol style="list-style-type: none"> What was London like in 1666? (<i>similarity + difference</i>) What happened on 2nd September 1666? (<i>chronology</i>) How did the fire spread so quickly? (<i>cause + consequence</i>) What did the residents of London do and how did they try to put out the fire? (<i>sources + evidence</i>) What was left of London? (<i>similarity + difference / sources + evidence</i>) How did the fire impact the rebuilding of London and the future? (<i>cause + consequence</i>) Communicate findings to main enquiry Q. 	Why do we remember Florence Nightingale and Mary Seacole? <ol style="list-style-type: none"> Who was Florence Nightingale? (<i>chronology / sources + evidence</i>) Who was Mary Seacole? (<i>chronology / sources + evidence</i>) How did Florence and Mary change our hospitals? (<i>similarity + difference / significance</i>) Why was it more difficult for Mary to help people? (<i>sources + evidence / cause + consequence</i>) Who should have a statue outside St Thomas Hospital? (<i>significance / interpretation</i>) Communicate findings to main enquiry Q 	What different kinds of families are there in our community? <ol style="list-style-type: none"> How have I changed over time? (<i>similarity + difference / chronology</i>) What notable events have we experienced in our life-time? (<i>chronology / significance</i>) Who are the members of my family? (<i>sources + evidence / similarity + difference</i>) How do we celebrate birthdays now and how were they celebrated in the past? (<i>similarity + difference</i>) What were toys like in the past? (<i>sources + evidence / similarity + difference</i>) Who are the members of our Royal Family? (<i>sources + evidence / significance</i>) 		
KLIPs		Chronology Show their emerging knowledge and understanding of the past by: <ul style="list-style-type: none"> Recognising the distinction between past and present (e.g. London's 1666 houses and people and their modern equivalent). Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). Show their developing knowledge and understanding of the past by: <ul style="list-style-type: none"> Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). Events, People and Changes <ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (e.g. comparing modern fire engines to fire marks and leather buckets). Use simple stories and other sources to show that they know and understand key features of events. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. To begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films). Communication <ul style="list-style-type: none"> To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts. 	Chronology Show their emerging knowledge and understanding of the past by: <ul style="list-style-type: none"> Recognising the distinction between past and present (e.g. London's 1666 houses and people and their modern equivalent). Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). Events, People and Changes <ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. Identify some of the <i>basic</i> ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>). Communication <ul style="list-style-type: none"> To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts. 	Chronology Show their emerging knowledge and understanding of the past by: <ul style="list-style-type: none"> Recognising the distinction between past and present (e.g. the difference between photographs of themselves as a baby and now). Placing a few events and objects in order by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up). Show their developing knowledge and understanding of the past by: <ul style="list-style-type: none"> Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past) Events, People and Changes <ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. Use simple stories and other sources to show that they know and understand key features of events - especially when recalling personal events. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. Communication <ul style="list-style-type: none"> To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts (e.g. <i>birthdays present and past</i>). 		
Vocab		Thomas Farriner, Pudding Lane, leather buckets, bakery, wooden houses, fire hook, water pump, water squirter, London, King, Charles II, Samuel Pepys, archaeologist, Christopher Wren, monument, 1666, before, present, past, Lord Mayor, St. Paul's Cathedral, after	War, soldiers, patients, ill, sick, injured, wounded, disease, Scutari Hospital, wards, Crimean War, Lady, with the Lamp, Victorian, dirty, filthy, unclean, wash, clean, scrub, hygiene, hygienic, medicine, nurse, doctor, bandage, treatment, care, comfort, Jamaica, travel, prejudice	past, present, now, then, before, family, mum, dad, grandparent, uncle, aunty, cousin, step-mum,dad,sister,brother etc, toys, wooden, plastic, tradition, celebration, birthday, similar, different, royal, monarch, king, queen, prince, princess, reign, heir		

Year 2	Autumn 1	Aut 2	Spring 1	Spr 2	Sum 1	Summer 2
Topics + Concepts	Local Area Study - Astley Hall and Park: Civilisation / Time, Change & Continuity		Explorers: Exploration & Invention / Similarity & Difference Neil Armstrong, Christopher Columbus, Captain Scott, Amelia Earhart			Grace Darling / Victorian Seaside: Children / Significance
N.C Strand	Significant historical events, people and places in their own locality.		The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Events beyond living memory that are significant nationally or globally.			The lives of significant individuals in the past who have contributed to national and international achievements.
Enquiry Qs	How has life changed at Astley Park? <ol style="list-style-type: none"> Who built Astley hall and why? <i>(sources + evidence)</i> Who has lived at Astley hall? <i>(chronology)</i> What can we learn about the past from paintings? <i>(sources + evidence / similarity + difference)</i> What is at Astley Park/Hall now and what is it used for? <i>(sources + evidence / similarity + difference)</i> Communicate - what has stayed the same over time and what has changed? 		How has exploring changed over time? What has stayed the same? <ol style="list-style-type: none"> What is an explorer? Who are some famous explorers? <i>(chronology)</i> Why do we remember...? / What did ... do? <i>(significance)</i> What tools and equipment might an explorer need? <i>(similarity + difference)</i> Where can be explored now that couldn't be explored in the past? Transport and technology <i>(similarity + difference / chronology)</i> How was Neil Armstrong's equipment different to other explorers and why? <i>(sources + evidence / cause + consequence)</i> Communicate findings to main enquiry Q. 			How have seaside holidays changed over time? <ol style="list-style-type: none"> What is a seaside and what do we know about it? Including names of resorts near to our school e.g Blackpool <i>(sources + evidence)</i> What can objects tell us about seaside holidays? <i>(sources + evidence / interpretations)</i> What was a Penny Lick? Were seaside holidays the same in the past? <i>(similarity + difference)</i> Communicate findings to main enquiry Q. Why do we remember Grace Darling? <ol style="list-style-type: none"> What did Grace darling do that made her famous? <i>(sources + evidence / interpretations)</i> How did sea rescue improve after her story? <i>(cause + consequence)</i>
KLIPs	Chronology <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time <i>(before, after, a long time ago, past...)</i>. Events, People and Changes <ul style="list-style-type: none"> Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. Identify some of the <i>basic</i> ways the past can be represented. Communication <ul style="list-style-type: none"> Understand and use simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways <i>(speaking, role-play, drawing and writing)</i>. Understand historical concepts and use them to make simple connections and draw contrasts. 		Chronology <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives <i>(e.g. Christopher Columbus)</i>. Identifying some similarities and differences between ways of life in different periods <i>(e.g. Neil Armstrong and Christopher Columbus)</i>. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time <i>(before, after, a long time ago, past...)</i>. Events, People and Changes <p>To tell the difference between past and present in their own and other people's lives by:</p> <ul style="list-style-type: none"> Using and making simple comparisons to parts of stories <i>(such as those about explorers)</i> and features of events <i>(such as the first moon landing)</i>. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Recount simple stories accurately and suggest why people and events were important. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Ask and answer questions about the past through observing a range of sources, such as pictures, films and written sources. Begin to understand the importance of basing ideas on source evidence 'I think this because in the picture..' Begin to understand and form simple hypotheses about the reasons why people in the past acted as they did from a range of sources '...I thought this... but now I have listened to the story and looked at the picture I think this..' Communication <ul style="list-style-type: none"> To show what they know and understand about the past in different ways <i>(speaking, role-play, drawing and writing)</i>. Understand historical concepts and use them to make simple connections and draw contrasts <i>(such as between explorers and themselves)</i>. 			Chronology <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between present and past in their own and other people's lives <i>(e.g. leisure and tourism in Victorian times)</i>. Identifying some similarities and differences between ways of life in different periods <i>(e.g. seaside resorts now and then)</i>. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time <i>(before, after, a long time ago, past, Victorian times...)</i>. Events, People and Changes <ul style="list-style-type: none"> To tell the difference between past and present in their own and other people's lives by: Using and making simple comparisons to parts of stories and features of events <i>(e.g. aspects of leisure such as ice creams and the penny lick)</i>. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they understand key features of events. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Ask and answer questions about the past through observing and handling a range of sources, such as pictures and written sources. Identify some of the basic ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources <i>(pictures, plays, films, written accounts, songs, museum displays, stories)</i>. Communication <ul style="list-style-type: none"> Understand and use the simple historical concepts such as now/then and same/different. To show what they know and understand about the past in different ways <i>(speaking, role-play, drawing and writing)</i>. Understand historical concepts and use them to make simple connections and draw contrasts <i>(e.g. between the Victorians and themselves)</i>.
Vocab	Past, present, now, then, local area, Astley hall, portrait, park, similar, different,		Explore, explorer, exploration, astronaut, oceanographer, mountaineer, monument, significant, before, after, past present, same, different, change, continuity, then, now, sail, ship, space, moon, NASA, rocket, astronaut, aeroplane, Antarctic, expedition			lighthouse, survivors, rescue, boat, wreck, storm, waves, heroine, Northumberland, lifeboat, Victorian, pier, penny lick, beach, sea, bucket, spade, rock, icecream, bathing machine, swimming clothes, steam train, deck chair, Punch and Judy

Year 3	Aut 1	Aut 2	Spring 1	Spr 2	Summer 1	Summer 2
Topics + Concepts			Stone Age to Iron Age - Exploration and <u>Invention</u> & Religion / Time, Change & Continuity		Romans - Invasion; Conflict / Cause & Consequence	Romans - Life; Civilisation & Religion / Similarity & Difference
N.C Strand			Changes in Britain from the Stone Age to the Iron Age.		The Roman Empire and its impact on Britain.	The Roman Empire and its impact on Britain.
Enquiry Qs			<p>How did life change in Britain from the Stone Age to the Iron Age?</p> <ol style="list-style-type: none"> When was the Stone Age and Iron Age and how do we know about life from so long ago? Paleo, Neo and Mesolithic periods, Bronze Age and other world civilisations; Cave paintings; (chronology / sources + evidence) What did people eat? Hunter/gatherers to farmers (change) Where did people live? Roundhouses and hillforts; Skara Brae (similarity + difference) How did tools change? Stone, bronze, iron (change + continuity / sources + evidence) Communicate findings to main enquiry Q. Why did ancient people build stone circles? Stonehenge (interpretations) 		<p>Was the invasion of Britain 'easy' for the Romans? Why?</p> <ol style="list-style-type: none"> How powerful was the Roman army? (interpretation) What events led to Emperor Claudius invading Britain? (cause + consequence) Who was Boudicca and what did she really look like? (sources + evidence / interpretations) What did Boudicca do and why do we remember her? (cause + consequence / interpretations) How did the Romans try to protect their land? (sources + evidence) Communicate findings to main enquiry Q. 	<p>What changes did the Romans make to life in Britain that we can still see/use today?</p> <ol style="list-style-type: none"> What was life like in the North West during Roman times? (sources + evidence) How did Roman settlements compare to Celtic villages? Roads (similarity + difference) How did the Romans live in Britain? (sources + evidence) Which was the most significant change to life in Britain that the Romans made? (significance) Communicate findings to main enquiry Q How and why did the Romans worship so many different gods and Goddesses? Temples
KLIPs			<p>Chronology</p> <ul style="list-style-type: none"> Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p>Events, People and Changes</p> <ul style="list-style-type: none"> Understanding some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations; finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry; how evidence is used to make historical claims. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. <p>Communication</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement</i>, <i>invasion</i> and vocabulary linked to chronology. 		<p>Chronology</p> <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p>Events, People and Changes</p> <p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> Understanding some of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations; finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. <p>Communication</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement</i>, <i>invasion</i> and vocabulary linked to chronology. 	<p>Chronology</p> <ul style="list-style-type: none"> Making some links between and across periods, such as the differences between clothes, food, buildings or transport. <p>Events, People and Changes</p> <ul style="list-style-type: none"> Understanding some of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations; finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. <p>Communication</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement</i>, <i>invasion</i> and vocabulary linked to chronology.
Vocab			Archaeologist; artefacts; temporary; burial; excavation site; historian; prehistory; preserve; remains; domestication; antler; iron ore; bronze; deposit; jewellery; Palaeolithic; Neolithic; Mesolithic; pelt; hunter-gatherer; farming; stone circle; homosapiens; neanderthal		mosaic; arch; chariot; hypocaust; tunic; aquila; pantheon; testudo; circus maximus; legionary; . empire; toga; aqueduct; coliseum; centurion; emperor; amphitheatre; senate; gladiator; republic; invasion; conquer. Also see: http://www.primaryhomeworkhelp.co.uk/glossary.htm	

Year 4	Aut 1	Autumn 2	Spring 1	Spr 2	Summer 1 & Summer 2 (8/9 weeks?)
Topics + Concepts		Tudors - Henry VIII and his Wives: Civilisation & Religion / Significance	Tudors - Daily Life (Rich v Poor): Children / Similarity & Difference		Ancient Egypt: Exploration and <u>Invention</u> & Religion / Time, Change & Continuity
N.C Strand		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China.
Enquiry Qs		Which of Henry VIII's wives was the most significant? <ol style="list-style-type: none"> How and why was the Tudor Rose formed? War of the Roses (<i>cause + consequence</i>) Who was Henry VIII and what was he like? (<i>sources + evidence</i>) How and why did Henry divorce Catherine of Aragon? Break from Rome (<i>significance</i>) Did Anne Boleyn deserve to die? (<i>interpretations / sources + evidence</i>) Who did Henry love more - Jane Seymour or Anne of Cleves? (<i>interpretations / significance</i>) Why did Henry marry Katherine Howard and Catherine Parr? Who was the better choice for a King? (<i>interpretations</i>) Communicate findings to main enquiry Q. 	Rich and poor - how different were they? <ol style="list-style-type: none"> How differently did rich and poor people dress and eat? (<i>similarity + difference</i>) What kind of jobs and education would you get in Tudor times if you were rich or poor? Hierarchy of society. (<i>similarity + difference</i>) Rich house or poor house? How can we tell? (<i>similarity + difference / sources + evidence</i>) How were the poor controlled? Crime and punishment. (<i>sources + evidence / cause + consequence</i>) What did people do for entertainment? Compare to modern life (<i>similarity + difference</i>) Communicate findings to main enquiry Q. 		Why are the Ancient Egyptians so well remembered? <ol style="list-style-type: none"> What is a civilisation and how did ancient people live? Indus Valley, Shang Dynasty, Ancient Sumer, Ancient Egyptians. (<i>similarity + difference</i>) Where are Egypt and the River Nile? How did the Ancient Egyptians use the Nile? (<i>sources + evidence / interpretations</i>) How was Ancient Egypt ruled and why are some Pharaohs remembered more than others? (<i>significance</i>) How and why were the pyramids built? (<i>chronology + changes</i>) How important were the Gods and Goddesses to the daily lives of Ancient Egyptians? (<i>interpretations / sources + evidence</i>) What happened to Egyptians after they died? Mummification (<i>sources + evidence / chronology</i>) How do we know so much about Ancient Egypt? Hieroglyphics, Howard Carter (<i>sources + evidence / interpretations</i>) 7 continued if needed. Communicate findings to main enquiry Q.
KLIPs		Chronology Show their increasing knowledge and understanding of the past by: <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Events, People and Changes <ul style="list-style-type: none"> Be able to describe some of the main events, people and periods they have studied by: Understanding some of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. Communication <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. 	Chronology Show their increasing knowledge and understanding of the past by: <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: <ul style="list-style-type: none"> Understanding some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. Communication <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology. 		Chronology Show their increasing knowledge and understanding of the past by: <ul style="list-style-type: none"> Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). Making some links between and across periods, such as the differences between clothes, food, buildings or medicine. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: <ul style="list-style-type: none"> Understanding some significant aspects of history including the nature civilisations (<i>e.g. how and why the River Nile was important to the Ancient Egyptians</i>). Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (<i>e.g. the lifestyles and beliefs of the Ancient Egyptians</i>). Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (<i>e.g. about the lives of the Ancient Egyptians</i>). Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (<i>artist's pictures, tomb paintings, written sources</i>). Communication <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms (<i>e.g. ancient, pyramid and pharaoh</i>) and vocabulary linked to chronology. Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Vocab		Monarchy, dynasty, successor, Catholic, Protestant, reformation, monastery, dissolution, Pope, divorce, behead, heir, similar, different, rich, poor, gentry, merchant, labourer, servant, coronation See also: https://www.museumoflondon.org.uk/Resources/learning/targettudors/words.html			Pharaoh, scarab, papyrus, scribe, amulet, canopic jar, sarcophagus, tomb, afterlife, hieroglyphics, mummification, irrigation, shaduf, sphinx, oasis, Egyptologist, ankh, pyramid, barter, rosetta stone, civilisation, Nile.

Year 5	Autumn 1	Autumn 2	Spr 1	Spr 2	Sum 1	Summer 2
Topic + Concepts	Anglo-Saxons: Civilisation & Religion / <u>Cause</u> & Consequence	WW2 (incl. ROF Local Area Study): Conflict & Children / Significance				Ancient Greece: Civilisation & Religion / Similarity & Difference
N.C Strand	Britain's settlement by Anglo-Saxons.	A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.				Ancient Greece - a study of Greek life and achievements and their influence on the western world.
Enquiry Qs	Who were the Anglo-Saxons and why did they settle in Britain? <ol style="list-style-type: none">Where did the Angles, Saxons, Jutes and Frisians come from? (<i>chronology + change</i>)Why did the Anglo-Saxons come to Britain? (<i>causes</i>)What were there settlements like and did they face any challenges? (<i>cause + consequence</i>)What was life like in an Anglo-Saxon settlement? (<i>similarity + difference</i>)What kind of people were the Anglo-Saxons? (<i>interpretations + evidence</i>)How important was religion to the Anglo-Saxons? (<i>sources + evidence</i>)Communicate findings to main enquiry Q.	The Government made many changes to civilian life during WW2 to try to keep people safe and well. Which change/s do you think were the most significant to the lives of children? <ol style="list-style-type: none">How did WW2 begin and why were Britain involved? (<i>causes + chronology</i>)What was life like as an evacuee? (<i>interpretations + evidence</i>)The Blitz - did children need to be evacuated? Shelters (<i>sources + evidence</i>)How did the Government make sure everyone had enough? Rationing and other initiatives. (<i>consequence</i>)How did children contribute to the war effort? Jobs (<i>similarity + difference</i>)Communicate findings to main enquiry Q.What was the impact of WW2 on our local area? ROF (<i>cause + consequence</i>)				How can we find out about the civilisation of Ancient Greece? <ol style="list-style-type: none">Who were the Ancient Greeks? Location and time (<i>sources + evidence / similarity + difference</i>)What do artefacts and archaeological sites tell us about what life was like in Ancient Greece? (<i>sources + evidence</i>)Can we learn anything from Greek myths and legends? (<i>interpretations</i>) <i>Study achievements of Alexander the Great in Art - statues, friezes and pottery.</i> Can we thank the Ancient Greeks for anything in our lives today? <ol style="list-style-type: none">How similar are our schools to schools in Ancient Greece? Include famous Greeks and achievements e.g. Pythagoras, Aesop, Homer etc (<i>similarity + difference / significance</i>)How were the Ancient Greeks governed and are there similarities to our Government today? (<i>similarity + difference</i>)How have the Olympic Games changed since they were first held in Ancient Greece? (<i>sources + evidence / similarity + difference</i>)Communicate findings to enquiry Qs.
KLIPs	Chronology <ul style="list-style-type: none">Sequence events through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).Identify where these events fit into a chronological framework during the Anglo-Saxon period.In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts.Know and understand the history of these islands as a coherent chronological narrative, from the earliest times to the present day. Events, People and Changes <ul style="list-style-type: none">Understanding significant aspects of history - nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none">Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Communication <ul style="list-style-type: none">Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.	Chronology <ul style="list-style-type: none">Know and understand the history of these islands as a coherent chronological narrative, from the earliest times to the present day.In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). Events, People and Changes <ul style="list-style-type: none">Understanding significant aspects of history, - nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.Establishing a narrative showing connections and trends within and across periods of study.Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none">Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.Begin to recognise why some events, people and changes might be judged as more historically significant than others. Communication <ul style="list-style-type: none">Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.				Chronology <ul style="list-style-type: none">Sequence events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament etc.</i>)Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>primary source, secondary source, reliability ...</i>)Analyse connections, trends and contrasts over time (<i>e.g. Greek influences and their applications to the lives of people in different periods</i>). Events, People and Changes <ul style="list-style-type: none">Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of cultural, economic, military, political religious and social history (<i>e.g. relating to Ancient Greece</i>).Understanding significant aspects of history, - nature of ancient civilisations; expansion and dissolution of empires; achievements and follies of mankind.Establish a narrative showing connections and trends within and across periods of study (<i>e.g. by making connections between Ancient Greek developments and other history units they have already studied</i>).Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none">Understand methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. Communication <ul style="list-style-type: none">Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Vocab	Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity	Evacuee, evacuate, Blitz, bomb, rationing, invasion, treaty, propaganda, air raid, siren, warden, shelter, Anderson shelter, Morrison shelter, war, conflict, Allies, Axis				Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced

Year 6	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Summer 2
Topics + Concepts			Islamic Civilisations - Baghdad AD 900: Civilisation & Religion / Similarity & Difference	Vikings: Conflict & Religion / Cause & Consequence		Victorians - Industrial Revolution: Exploration & Invention / Significance
N.C Strand			A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 ; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		A study of an aspect or theme in British history, that extends pupils' chronological knowledge beyond 1066.
Enquiry Qs			How different is life today to life in Baghdad c. 9000 AD? <ol style="list-style-type: none">How different was Baghdad to London around 900AD? (<i>similarity + difference</i>)What was in the House of Wisdom? (<i>sources + evidence</i>)Who was Ibn Battuta and how did his Rihla help us? (<i>significance</i>)Who was Al-Zahrawi and what could we learn from Muslim medicine? (<i>significance</i>)What did early Islamic civilisation leave behind? (<i>sources + evidence / similarity + difference</i>)Communicate findings to main enquiry Q.	Were all Vikings bloodthirsty invaders? <ol style="list-style-type: none">Who were the Vikings and why did they come to England? (<i>cause + consequence</i>)How did the Vikings fight? (<i>sources + evidence / interpretations</i>)Why were there so many Viking raids and what else happened during this time? (<i>chronology / cause + consequence</i>)Where did the Vikings settle and who was in control of England? (<i>sources + evidence</i>)What was life like in a Viking settlement? Include religion (<i>sources + evidence</i>)Communicate findings to main enquiry Q.		Why was the Industrial Revolution so important to progress in the UK? <ol style="list-style-type: none">What lead to the Industrial Revolution and when did it take place? (<i>cause + consequence / chronology</i>)What changed during the industrial revolution? Technology and lives. (<i>significance / sources + evidence</i>)What impact did the industrial revolution have on the world? (<i>significance / interpretations</i>)What negative impact did the industrial revolution have upon people living in the UK? (<i>sources + evidence / interpretations</i>)What changes were implemented because of problems during the industrial revolution? Workers rights/laws and social reform (<i>cause + consequence / significance</i>)Communicate findings to main enquiry Q.How did the Industrial Revolution change holidays for the working class? Pleasure piers (<i>similarity + difference</i>)
KLIPs			Chronology Show their chronologically secure knowledge by: <ul style="list-style-type: none">Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>).Analyse connections, trends and contrasts over time. Events, People and Changes Show their knowledge and understanding of local, national and international history by: <ul style="list-style-type: none">Understanding significant aspects of history - nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.Establishing a narrative showing connections and trends within and across periods of study.Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none">Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed.Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist giving some reasons for this.Begin to recognise why some events, people and changes might be judged as more historically significant than others. Communication <ul style="list-style-type: none">Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.	Chronology <ul style="list-style-type: none">Sequence events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.Know and understand the history of these islands as a coherent chronological narrative, from the earliest times to the present day (<i>e.g. with particular focus on the period from 850AD to 1066AD</i>).In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>e.g. propaganda, bias, primary source, secondary source, reliability...</i>).Analyse connections, trends and contrasts over time (<i>e.g. warfare and battle</i>). Events, People and Changes <ul style="list-style-type: none">Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history.Establish a narrative showing connections and trends within and across periods of study.Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (<i>e.g. understanding how different people settled</i>).Present a clear narrative within and across periods that notes connections, contrasts and trends over time. Communication <ul style="list-style-type: none">Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. Enquiry, Interpretation and Using Sources <ul style="list-style-type: none">Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist giving some reasons for this.Begin to recognise why some events, people and changes might be judged as more historically significant than others.		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Communication <ul style="list-style-type: none">Produce structured work that makes connections, draws contrasts, analyses trends, frames historically- valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
Vocab			Abbasid Caliphate; Caliph; Dinar; Hadith; Hajj; Imam; Qur'an; Calligraphy; Mecca; House of Wisdom; Mongols; Crusades; Sultan; Scholar; Bazaar; Mosque; Caravan; Tolerance; Baghdad; Algebra	Longboat; Longhouse; Chieftain; Berserker; Danegeld; Thing; Feast; Raid; Trade; Yggdrasil; Runes; Farmer-warrior; Pagan; Danelaw; Asgard; Jarl; Karl; Figurehead; Chainmail; Valhalla		Trade; industry; industrialisation; urbanisation; revolution; imported; reform; Victorians; London; machinery; mill; cotton; spinning jenny; textiles; pollution; steam engine; workhouse; laws; rural; invention; crime

