

St Peter's Primary School

Scheme of Work:

History

Academic year: 2023-2024

Created with...

Kapow
Primary

Growing Together in Knowledge, Wisdom and Faith

A History Education at St Peter's means that children leaving year 6 have experienced:

- A broad and balanced history curriculum, with clear and concise links from past to present.
- An understanding of cause and consequence through in-depth study of key events in certain periods of time.
- The ability to discuss, debate and think critically about the impact significant events, people, cultures and beliefs have to our world today.
- An enquiry based approach to learning, utilising and developing skills in note-taking, researching, presenting, performing and debating.

What children at St Peter's say about History at our school:

"History is my favourite subject in class because we get to learn about how people lived, worked and played in the past."

"I love learning about famous people, places and events and how these things have changed how we life today."




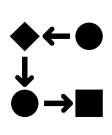


Intent for History at St Peter's CEP

At St. Peter's CEP we believe that the teaching of History gives pupils an understanding of the past through learning about human achievements and experiences and that this learning is important so that we can understand our present and future. Our History curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through our History curriculum we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.

History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

Our History curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in History, our curriculum aims to introduce them to key substantive concepts and include: communities, important people, conflict, change, trade and beliefs. These six key concepts are focused on and revisited throughout our History programme of study from Year R to Year 6 at St Peter's.

Year R-6	 Communities	 Significant people	 Conflict	 Change	 Trade	 Beliefs
	How groups of people have settled together and created a society with rules, roles and governance.	People who have changed views or made a significant contribution to the world.	Describing how groups or individuals have caused disruption to everyday life.	An understanding of how societies have changed and evolved over time.	The development of currency and wealth in the hope to prosper as a society.	Religious and other cultural beliefs that have developed over time.

Our History curriculum is based on Kapow Primary's History scheme of work, and it enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum.

Implementation of our History Curriculum at St Peter's

History is taught on a weekly basis at St Peter's using an enquiry-based approach. 'Big' questions are posed for each unit of study and children look to investigate in-depth different lines of enquiry to find answers to their 'big' question. Across the year at St Peter's, our children will study a range of different History topics, focusing on both Substantive and Disciplinary knowledge pathways for history.

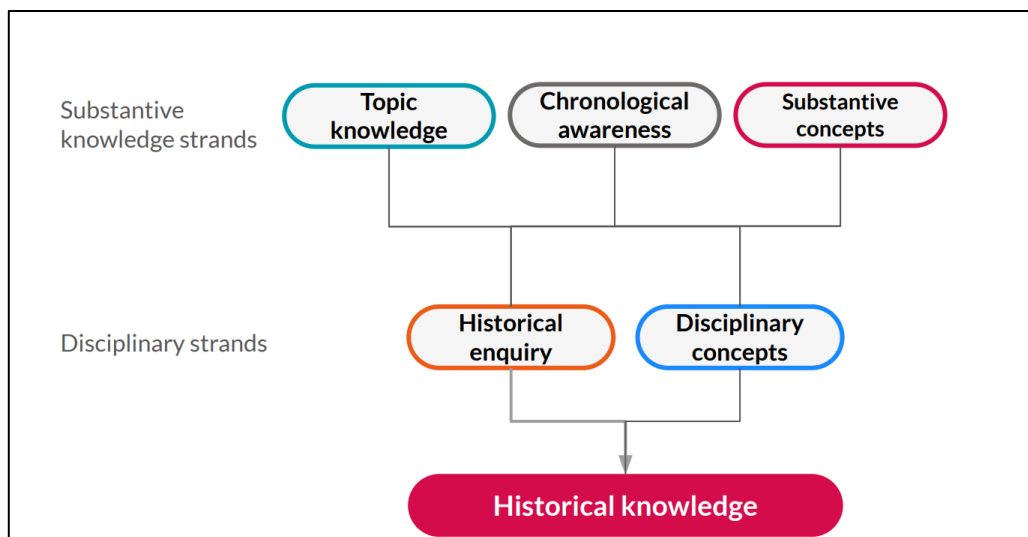
In Reception, the EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. Early Learning Goals (ELG) in the EYFS statutory framework allow for Reception teachers to judge a child's development at the end of the Reception year. Instead of the previous "exceeding" development, practitioners must now only decide whether a child is 'meeting expected levels of development,' or 'not yet reaching expected levels (emerging)'. For judging history, the most relevant statement that can meet the history requirement is Understand the World. Some examples of where children can demonstrate this understanding could be through the following:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Throughout key stage 1 and 2, three history topics are taught, these alternate with Geography units of work. While children will focus on Substantive knowledge content through studying historical information about specific units of study in each year group, we are also committed to developing our pupils' disciplinary knowledge at being historians.

To ensure that our teachers are confident in the teaching of History we have chosen to use the Kapow History scheme to support our History curriculum. This school has chosen to use Kapow because of the spiral approach to learning and the quality resources which are written by specialist History teachers and educators.

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



Our History curriculum, based on the Kapow scheme, emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

History is taught termly with each class focusing on three units of study in History per year. These units alternate with Geography to allow for History to be viewed and monitored at any time of the year. Below is the overview of when each History unit of study will occur in each year group.

St Peter's Primary School – Units of study for Humanities – 2023-2024

	Autumn Term		Spring Term		Summer Term	
Year R	Me and my world <i>Who am I?</i>	Light and Dark <i>How does light and dark affect our lives?</i>	Out of this world <i>What exists outside the here and now?</i>	Around the world <i>How is life different in other places?</i>	Growth <i>Why do things need to grow?</i>	At Sea <i>Why are our oceans so special?</i>
Year 1	Our local area <i>What is it like here?</i>	My History <i>How am I making history?</i>	Weather <i>What is the weather like in the UK?</i>	Toys <i>How have toys changed?</i>	China <i>What is it like to live in Shanghai?</i>	Flight <i>How did we learn to fly?</i>
Year 2	Monarchs <i>What is a monarch?</i>	Hot and cold places <i>Would you prefer to live in a hot or cold place?</i>	Activists and Explorers <i>How have activists and explorers changed the world?</i>	Our wonderful world <i>Why is our world wonderful?</i>	School <i>How was school different in the past?</i>	Coasts <i>What is it like to live by the coast?</i>
	Autumn Term		Spring Term		Summer Term	
Year 3	Stone age to Iron Age <i>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</i>	Settlements <i>Are all settlements the same?</i>	Roman Britain <i>Why did the Romans settle in Britain?</i>	Antarctica <i>Who lives in Antarctica?</i>	Ancient Egypt <i>What did the ancient Egyptians believe?</i>	Rivers <i>What are rivers and how are they used?</i>
Year 4	Food <i>Where does our food come from?</i>	Ancient Greece <i>What did the Greeks ever do for us?</i>	Extreme Earth <i>Why do people live near volcanoes?</i>	Children <i>How have children's lives changed?</i>	Mountains <i>What is it like to live in the Alps?</i>	Invasion <i>How hard was it to invade and settle in Britain?</i>
Year 5	Vikings <i>Where the Vikings raiders, traders or settlers?</i>	Amazon Rainforest <i>Why are rainforests important to us?</i>	Ancient Mayas <i>How did the Maya civilisation compare to the Anglo-Saxons?</i>	Oceans <i>Why do oceans matter?</i>	Tudor Times <i>What was life like in Tudor England?</i>	Deserts <i>Would you like to live in the desert?</i>
Year 6	Populations <i>Why do populations change?</i>	World War II <i>What was the impact of World War II on the people of Britain?</i>	Energy <i>Where does our energy come from?</i>	Census <i>What does the Census tell us about our local area?</i>	Independent fieldwork <i>Can I carry out an independent fieldwork enquiry?</i>	Unheard Histories <i>Who should go on the £10 banknote?</i>

Green – Geography

Blue – History

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time.

Our History Curriculum timeline supports children in developing this chronological awareness. Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

Change and continuity.	Cause and consequence.	Similarities and differences.	Historical significance.	Historical interpretations.	Sources of evidence.
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These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set.

As children progress through the History curriculum, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 allowing knowledge of these key concepts to grow.

These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

Our History curriculum follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods. History in Action videos explain the careers and work of those in history and heritage-related fields. Historians, archivists, archaeologists, museum curators, teachers and heritage experts discuss their love of history, how they became interested in the subject, how they got into their jobs and what their jobs involve.



History lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Strong subject knowledge is vital for staff to be able to deliver a highly-effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

Impact of our History Curriculum at St Peter's

The past is a spotlight on the present. Knowing how the past developed, pupils at St Peter's will be able to better connect the past to the 'here and now'. Pupils at St Peter's will be curious about the world around them and be inspired to be a lifelong learner of History. It is through our six key concepts in our History curriculum (settlements and communities, conflict and invasion, hierarchy, societal change and revolution, trade and religion) that children at St Peter's will have instilled a love of learning, a grasp of how the world works and a confidence to extend horizons. Pupils will have developed historical and chronological knowledge and understanding, as well as skills to help understand people and societies.

The impact of our History curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skilled catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment. After following our History curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following our History curriculum is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the end of key stage expectations outlined in the National curriculum for History.

There are planned 'end points' for each year group in key stage 1 and for lower and upper key stage 2. These have been taken from the Kapow Scheme and they are based directly on the National Curriculum. The end points are used to make end of year assessments which are recorded on our tracking system 'Insight' and which are then shared with parents as the following statements: below, expect or above. A record of the pupil's attitude towards the study of History is also shared with parents in the end of year report in an effort comment.

As Historians, children will be able to speak confidently about their historical experiences using the correct vocabulary and knowledge.

We also measure the impact of our curriculum through the following methods:


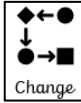

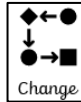





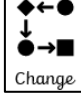

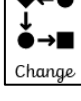
- Assessing children's understanding of topic linked vocabulary through various ways, including quizzing, retrieval practice, etc.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- The subject lead ensures that the National Curriculum requirements are being met across EYFS, KS1 and KS2.
- Moderation and scrutiny of pupil's books and professional dialogue between teachers to assess the quality of children's learning.
- Sharing good practice in staff meetings.
- Clear next steps are determined by a cycle of monitoring, evaluating and reviewing.
- Marking of written work in books.

Inclusion of our History Curriculum at St Peter's

At St. Peter's all pupils have the opportunity to develop their history knowledge and understanding. The school promotes equal opportunities and fairness of distribution of history resources. Teachers are made aware of children in their class who have a specific learning need and actions are put in place to ensure that barriers to learning are minimised. Whether that is 1:1 support, pre-teaching of key concepts or adaptations to the learning environment, every effort is made to allow for all children to gain in their understanding and knowledge needed for historical enquiry. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit (shared with parents) support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.




















EYFS – Year R Mars class

Term	Topic and Key Enquiry Question	Disciplinary Knowledge focus	History concepts
Term 1	Me and my world <i>Who am I?</i>	Process and changes, retelling, try new activities, form positive attachments.	 Significant people  Change
Term 2	Light and Dark <i>How does light and dark affect our lives?</i>	Look at pattern and change of daylight, understand the effects of changing seasons.	 Communities  Change
Term 3	Out of this world <i>What exists outside the here and now?</i>	Draw information from a map, recognise different beliefs and celebrate special times in different ways.	 Beliefs  Significant people
Term 4	Around the world <i>How is life different in other places?</i>	Ask simple questions about a place, discuss differences and similarities of people and places.	 Communities  Significant people
Term 5	Growth <i>Why do things need to grow?</i>	Explore the natural world, describe what they can see, hear, and feel outside, recognise differences in environments.	 Communities  Change
Term 6	At Sea <i>Why are our oceans so special?</i>	Understand how some places are special, recognise how they can impact their environment.	 Communities  Change








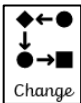





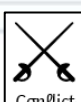
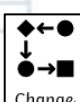



Year R end points

Chronological understanding	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. Answer questions about basic past and present events, aiming to transfer to drawing or writing work.
Range and depth of historical understanding	<ul style="list-style-type: none"> Recognise the difference between past and present events in their own lives and others.
Interpretation of History	<ul style="list-style-type: none"> Look closely at similarities, differences, pattern and change (eg: comparing photos of themselves and identify what has changed).
History enquiry	<ul style="list-style-type: none"> Ask questions and find simple answers to questions about the past in their own lives and sources they come across.
Organisation and communication	<ul style="list-style-type: none"> Communicate their knowledge through: <ul style="list-style-type: none"> Discussion... Drawing pictures... Drama/ role play... Making models... Writing... Using ICT...





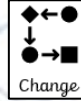






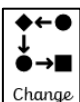

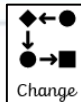




St Peter's History Long Term Plan – KS1 and KS2









KS1 History Long Term Plan			
	Autumn	Spring	Summer
Year 1 Pluto	<p>How am I making History?</p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p> <div>    </div>	<p>How have Toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p> <div>   </div>	<p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p> <div>    </div>
	<p><u>Enrichment opportunity:</u> Visit to school from Grandparents</p>	<p><u>Enrichment opportunity:</u> Visit to class from Mrs Langton</p>	<p><u>Enrichment opportunity:</u> Visit to Duxford aerodrome/Biggin Hill</p>
Year 2 Earth	<p>What is a Monarch?</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p> <div>    </div>	<p>How have activists and explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children focus on explorers and activists in our local area what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p> <div>    </div>	<p>How was School different in the past?</p> <p>A comparison with the old and new St Peter's Primary School</p> <p>Finding out that schools have been in the locality for a long time, but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p> <div>    </div>
	<p><u>Enrichment opportunity:</u> Visit to The Tower of London</p>	<p><u>Enrichment opportunities:</u> Visit to the Amelia Scott Museum and to The Pantiles</p>	<p><u>Enrichment opportunity:</u> Dressing up day and Victorian school experience</p>

LKS2 History Long Term Plan

	Autumn	Spring	Summer
Year 3 Neptune	<p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p> <div>    </div>	<p>Why did the Romans settle in Britain?</p> <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p> <div>    </div>	<p>What did the Ancient Egyptians Believe?</p> <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p> <div>    </div>
	<p><u>Enrichment opportunity:</u> Visit to the school from a Stone Age history group and archery session</p>	<p><u>Enrichment opportunity:</u> Visit to Lullingstone Roman Villa</p>	<p><u>Enrichment opportunity:</u> Artwork related to mummification</p>
Year 4 Mercury	<p>What did the Greeks do for us?</p> <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p> <div>    </div>	<p>How have children's lives changed?</p> <p>Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p> <div>    </div>	<p>How hard was it to Settle and Invade in Britain?</p> <p>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p> <div>    </div>
	<p><u>Enrichment opportunities:</u> Athens and Spartans dressing up day and debate Let's go Greek Workshop and food tasting experience</p>	<p><u>Enrichment opportunity:</u> Victorian London experience</p>	<p><u>Enrichment opportunity:</u> Anglo-Saxon life – visit</p>

UKS2 History Long Term Plan

	Autumn	Spring	Summer
Year 5 Saturn	<p>Were the Vikings raiders, traders or settlers?</p> <p>Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p> <div>    </div>	<p>How did the Maya Civilisation compare to the Anglo-Saxons?</p> <p>Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.</p> <div>    </div>	<p>What was life like in Tudor England?</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p> <div>    </div>
	<p><u>Enrichment opportunity:</u> A Viking experience day led by a historical visitor</p>	<p><u>Enrichment opportunity:</u> Mayan experience at the Kent life museum</p>	<p><u>Enrichment opportunity:</u> Trip to Hever Castle or Penshurst Place</p>
Year 6 Jupiter	<p>What was the Impact of WW2 on British People?</p> <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p> <div>    </div>	<p>What does the Census tell us about our local area?</p> <p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p> <div>    </div>	<p>Unheard Histories: Who should go on the banknote?</p> <p>Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p> <div>    </div>
	<p><u>Enrichment opportunity:</u> Visit to Kent Life Museum</p>	<p><u>Enrichment opportunity:</u> Visit to the Amelia Scott</p>	<p><u>Enrichment opportunities:</u> To hold a debate To research and dress up as a famous figure from history To visit the Bank of England</p>

Term and Enquiry Question	Year 1 Pluto Class History Knowledge					vocabulary
	Topic 'Fingertip' knowledge	Chronological awareness	Substantive (abstract) concepts	Historical enquiry	Disciplinary concepts	
Autumn How am I making History? <i>This unit is linked to prior knowledge taught in:</i> How am I making history? (Year 1 Autumn)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future. <div>    </div>					celebrate celebration change childhood different event family future grandparent lifetime living memory memory now present past remember significant similar time capsule timeline
Spring How have Toys changed? <i>This unit is linked to prior knowledge taught in:</i> How am I making history? (Year 1 Autumn)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time. <div>   </div>					artefact century decade different evidence living memory memory modern now past present remember similar source special
Summer How did we learn to fly? <i>This unit is linked to prior knowledge taught in:</i> How am I making history? (Year 1 Autumn)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and events in the past. Correctly order five events on a timeline. <div>    </div>					beyond living memory decade evidence eyewitness flight historic historically significant inventor living memory past present primary source source

Year 1 end points

Chronological awareness	<p>Knowledge:</p> <ul style="list-style-type: none"> To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. <p>Skills:</p> <ul style="list-style-type: none"> Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally.
Substantive (abstract) concepts	<p>Knowledge:</p> <ul style="list-style-type: none"> To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers). To know the legacy and contribution of some inventions (e.g. flight).
Disciplinary concepts	<p>Change and continuity:</p> <ul style="list-style-type: none"> Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes. To know that people change as they grow older. To know that throughout someone's lifetime, some things will change, and some things will stay the same. To know that everyday objects have changed over time. <p>Cause and consequence:</p> <ul style="list-style-type: none"> Asking why things happen and beginning to explain why with support. To know that everyday objects have changed as new materials have been invented. <p>Similarities and differences:</p> <ul style="list-style-type: none"> Being aware that some things have changed and some have stayed the same in their own lives. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past. <p>Historical significance:</p> <ul style="list-style-type: none"> To know that some people and events are considered more 'special' or significant than others. <p>Sources of evidence:</p> <ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through. <p>Historical interpretations:</p> <ul style="list-style-type: none"> Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts. To know that the past can be represented in photographs.

Historical enquiry

Posing historical questions:

- Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts)

Gathering, organising and evaluating evidence:

- Using sources of information, such as artefacts, to answer questions. Drawing out information from sources.
- Making simple observations about the past from a source

Interpreting findings, analysing and making connections:

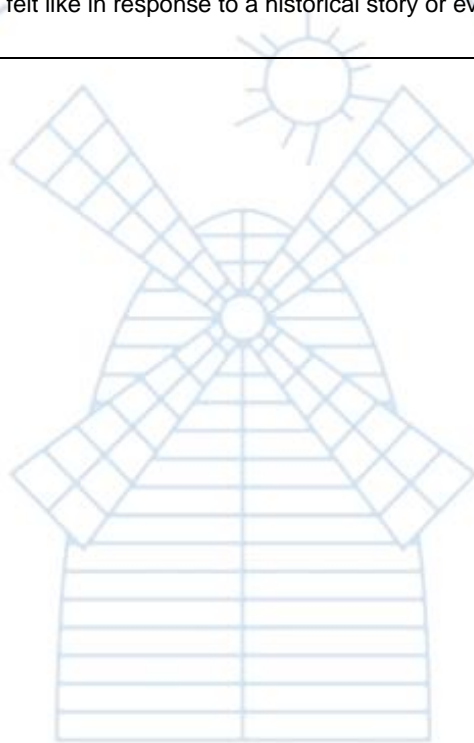
- Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence.
- Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).



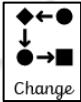


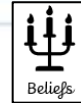



Evaluating and drawing conclusions:

- Drawing simple conclusions to answer a question.

Communicating findings:

- Communicating findings through discussion and timelines with physical objects/ pictures.
- Using vocabulary such as - old, new, long time ago.
- Discussing and writing about past events or stories in narrative or dramatic forms.
- Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)



Term and Enquiry Question	Year 2 Earth Class History Knowledge					vocabulary
	Topic 'Fingertip' knowledge	Chronological awareness	Substantive (abstract) concepts	Historical enquiry	Disciplinary concepts	
Autumn What is a Monarch? <i>This unit is linked to prior knowledge taught in:</i> How did we learn to fly? (Year 1)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Recall that a monarch is a king or queen. Explain that recent monarchs in the UK do not have the power to make decisions alone. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Explain the use of special objects in the coronation. Use sources to explain how William the Conqueror became King of England. Know that monarchs in the past had all the power to make decisions. Explain how William the Conqueror kept order and conquered England. Identify the two different types of castle built by the Normans. Compare the similarities and differences between Norman castles. Identify features of Norman castles. Explain how castles have changed over time. Recognise that we still have castles today. Sequence castles on a timeline. Describe characteristics of the monarchy in the past. Identify that the monarchy has changed over time. Make comparisons between past and present monarchy. <div>    </div>					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
Spring How have activists and explorers changed the world? <i>This unit is linked to prior knowledge taught in:</i> How have toys changed? (year 1)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Explain what explorers do Name equipment or transport an explorer would need. Sequence four photographs from different periods of time. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). Identify where they travelled and write a sentence about the achievements of one explorer. Select the most important events in a historical story. Sequence events on a timeline and use this to retell the story. Describe what they can see in a photograph. Make inferences about what a person in an image could be saying and ask questions to further their understanding. Recall information about past and present exploration. Understand events in relation to the present day and compare how exploration has changed over time. Describe how an explorer is significant and how they impacted events or people's ideas. Present significant people using a coat of arms. <div>    </div>					achievement beyond living memory coat of arms determination discovery equipment event exploration explorer historical significance living memory North Pole past present qualities remember resilience solo timeline transport voyage yacht
Summer How was School different in the past? <i>A comparison with the old and new St Peter's Primary School</i> <i>This unit is linked to prior knowledge taught in:</i> How have toys changed? (Year 1)	Pupils with secure understanding will be able to: <ul style="list-style-type: none"> Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past. Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. Recognise two similarities and two differences between schools now and schools in the past. State whether they would have preferred to go to school in the past or not and explain why. <div>    </div>					past timeline date different decade present important similar modern living memory evidence source decade beyond living memory preferred

Year 2 end points

Chronological awareness	<p>Knowledge:</p> <ul style="list-style-type: none"> To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time. <p>Skills:</p> <ul style="list-style-type: none"> Sequencing six artefacts on a timeline. Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.
Substantive (abstract) concepts	<p>Knowledge:</p> <ul style="list-style-type: none"> To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs. To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).
Disciplinary concepts	<p>Change and continuity:</p> <ul style="list-style-type: none"> Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes. To know that daily life has changed over time but that there are some similarities to life today. <p>Cause and consequence:</p> <ul style="list-style-type: none"> Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. To know that changes may come about because of improvements in technology. <p>Similarities and differences:</p> <ul style="list-style-type: none"> Knowing some things which have changed / stayed the same as the past. Finding out about people, events and beliefs in society. Making comparisons with their own lives. To know that there are explanations for similarities and differences between children's lives now and in the past. <p>Historical significance:</p> <ul style="list-style-type: none"> Discussing who was important in a historical event. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. <p>Sources of evidence:</p> <ul style="list-style-type: none"> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past. <p>Historical interpretations:</p> <ul style="list-style-type: none"> Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources. To know that the past is represented in different ways.
Historical enquiry	<p>Posing historical questions:</p> <ul style="list-style-type: none"> Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. <p>Gathering, organising and evaluating evidence:</p> <ul style="list-style-type: none"> Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source. <p>Interpreting findings, analysing and making connections:</p>

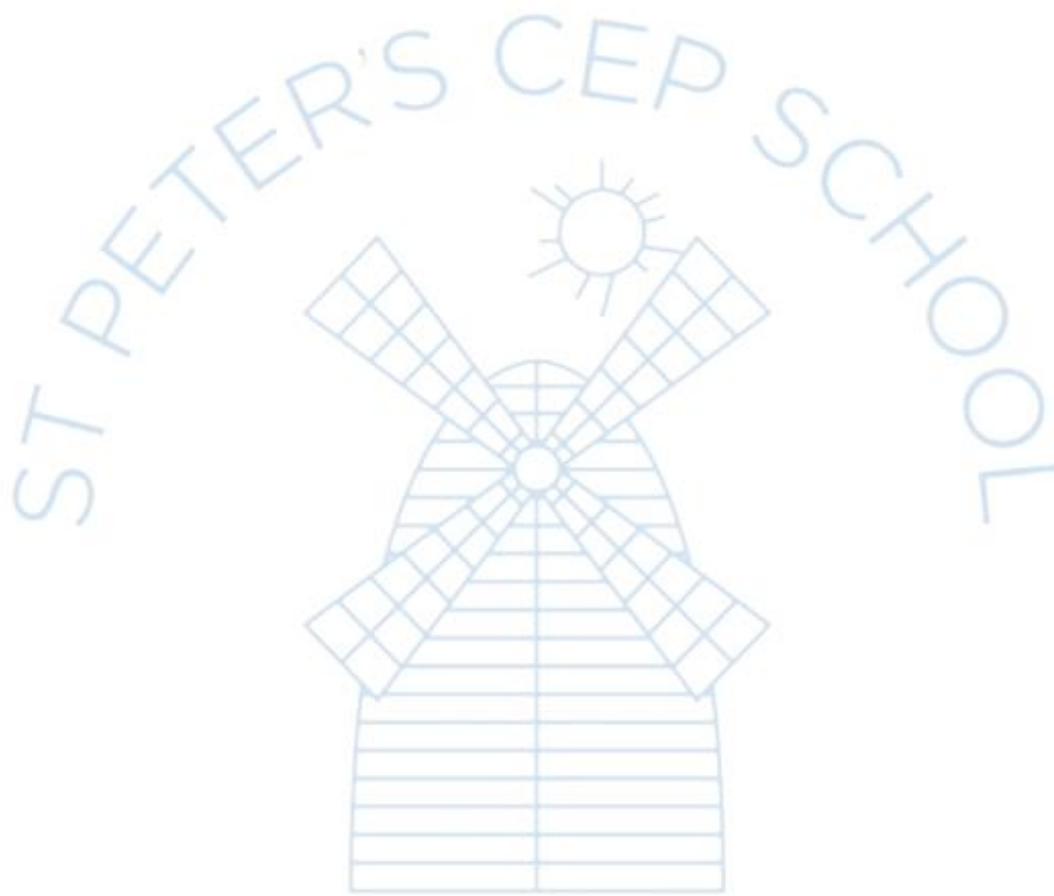
- Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers








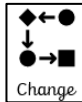

Evaluating and drawing conclusions:










- Making simple conclusions about a question using evidence to support.

Communicating findings:

- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.
- Expressing a personal response to a historical story or event through discussion, drawing or writing.



Term and Enquiry Question	Year 3 Neptune Class History Knowledge					vocabulary
	Topic 'Fingertip' knowledge	Chronological awareness	Substantive (abstract) concepts	Historical enquiry	Disciplinary concepts	
Autumn Would you prefer to live in the Stone Age, Bronze Age or Iron Age? <i>This unit is linked to prior knowledge taught in:</i> How am I making history? (Year 1)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice. <div>    </div>					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 deduction flint duration similarities differences
Spring Why did the Romans settle in Britain? <i>This unit is linked to prior knowledge taught in:</i> What is a monarch? (Year 2)	Pupils who are secure will be able to: <ul style="list-style-type: none"> 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. <div>    </div>					Boudicca empire inference invasion legacy Romans settlers
Summer What did the Ancient Egyptians Believe? <i>This unit is linked to prior knowledge taught in:</i> What changed between the Stone Age and the Iron Age? (Year 3 Autumn)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. Identify the stages and challenges of building a pyramid. Explain the links between ancient Egyptian beliefs and mummification. Name sources that can be used to find out about ancient Egyptian beliefs. Explain some Egyptian beliefs about the afterlife. <div>    </div>					afterlife Book of the Dead civilisation historically significant immortal mummification preserve Ra River Nile sarcophagus

Term and Enquiry Question	Year 4 Mercury Class History Knowledge					vocabulary
	Topic 'Fingertip' knowledge	Chronological awareness	Substantive (abstract) concepts	Historical enquiry	Disciplinary concepts	
Autumn What did the Greeks do for us? <i>This unit is linked to prior knowledge taught in:</i> What did the ancient Egyptians believe? (year 3)	Pupils who are secure will be able to: <ul style="list-style-type: none"> 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. <div>    </div>					Assembly constitutional monarchy democracy direct democracy ethics government period philosophy oligarchy representative democracy
Spring How have children's lives changed? <i>This unit is linked to prior knowledge taught in:</i> How was school different in the past? (year 2)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Make observations and deductions from sources. Suggest how children's lives have changed. Explain why children needed to work. Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases from the past and discuss how effective the treatments were. <div>    </div>					childhood continuity change chronological order inference observation apprentice 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
Summer How hard was it to Settle and Invade in Britain? <i>This unit is linked to prior knowledge taught in:</i> Why did the Romans settle in Britain? (year 3)	Pupils who are secure will be able to: <ul style="list-style-type: none"> 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. <div>    </div>					Angles Britons convert empire inference invasion Kingdom missionary paganism Pope Romans Saxons settlement settlers Vikings

Lower Key Stage 2 end points

Chronological awareness	<p>Knowledge:</p> <ul style="list-style-type: none"> To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. 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. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
	<p>Skills:</p> <ul style="list-style-type: none"> Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline
Substantive (abstract) concepts	<p>Power (monarchy, government and empire):</p> <ul style="list-style-type: none"> To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse <p>Invasion, settlement and migration:</p> <ul style="list-style-type: none"> To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time. <p>Civilisation (social and cultural):</p> <ul style="list-style-type: none"> To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups. <p>Trade:</p> <ul style="list-style-type: none"> To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations.

	<ul style="list-style-type: none"> To understand that the traders were the rich members of society. <p>Beliefs:</p> <ul style="list-style-type: none"> To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups. <p>Achievements and follies of mankind:</p> <ul style="list-style-type: none"> To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware of the achievements of the Ancient Egyptians.
<p>Disciplinary concepts</p>	<p>Change and continuity:</p> <ul style="list-style-type: none"> Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. 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. To know that change can be brought about by advancements in transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade. <p>Cause and consequence:</p> <ul style="list-style-type: none"> Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change. <p>Similarities and differences:</p> <ul style="list-style-type: none"> 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. <p>Historical significance:</p> <ul style="list-style-type: none"> Recalling some important people and events. Identifying who is important in historical sources and accounts. To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. <p>Sources of evidence:</p> <ul style="list-style-type: none"> 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 sources which are influenced by the personal beliefs of the author. To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past. <p>Historical interpretations:</p> <ul style="list-style-type: none"> Identifying and giving reasons for different ways in which the past is represented. 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. Independently using textbooks to gain historical knowledge. 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. To know that assumptions made by historians can change in the light of new evidence.

Historical enquiry

Posing historical questions :

- 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.
- Creating questions for different types of historical enquiry.
- Asking questions about the bias of historical evidence

Gathering, organising and evaluating 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.
- Selecting and recording relevant information from a range of sources to answer a question.
- Identifying primary and secondary sources.
- Identifying the bias of a source.
- Comparing and contrasting different historical sources.

Interpreting findings, analysing and making connections:


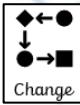


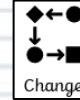
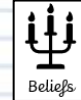


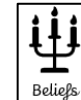
- Understanding that there are different ways to interpret evidence.
- Interpreting evidence in different ways.
- Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question "How do we know?"



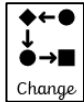

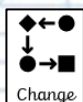




Evaluating and drawing conclusions:

- Understanding that there may be multiple conclusions to a historical enquiry question.
- Reaching conclusions that are substantiated by historical evidence.
- Recognising similarities and differences between past events and today.

Communicating findings:

- 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, dramatize, write or retell the story.
- Creating a structured response or narrative to answer a historical enquiry.
- Describing past events orally or in writing, recognising similarities and differences with today

Term and Enquiry Question	Year 5 Saturn Class History Knowledge					vocabulary
	Topic 'Fingertip' knowledge	Chronological awareness	Substantive (abstract) concepts	Historical enquiry	Disciplinary concepts	
Autumn Were the Vikings raiders, Traders or Settlers? <i>This unit is linked to prior knowledge taught in:</i> How hard was it to invade and settle in Britain? (Year 4)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Identify the different reasons for migration to Britain. Sequence events according to their significance for groups of people. Explain where the Vikings came from and why they came to Britain. Make inferences from sources. Explain how sources can be biased. Find evidence within a source to support their reasoning. Describe the parts of a longboat. Design and creating a longboat. Describe what the Vikings traded. Identify Viking trading routes. Explain whether the Vikings were traders or raiders and providing supporting evidence. Identify important events in the Anglo-Saxon and Viking struggle for Britain. Explain the meaning of cause and consequence. Suggest the cause and consequences of events. Make observations and deductions about artefacts. <div>    </div>					Anglo-Saxon Chronicle balanced bias cause consequence Danelaw event longboat one-sided perspective Viking
Spring How did the Maya Civilisation compare to the Anglo-Saxons? <i>This unit is linked to prior knowledge taught in:</i> How hard was it to invade and settle in Britain? (Year 4)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Describe the key physical features of the Maya civilisation. Sequence the key periods in the Maya civilisation. Identifying periods that were happening in Britain at the same time. Name the features of the rainforest. Explain the challenges facing the Maya in the rainforest. Explain how the Maya settled in the rainforest. Name the features of Maya houses. Identify the similarities and differences between Maya and Anglo-Saxon houses. Explain the Maya creation story. Identify the characteristics of important gods or goddesses. Make deductions about cities. Name the features of Maya cities. Create a plan of a Maya city, including the main features. Explain the reasons for the decline of the Maya civilisation. Evaluate the reasons for the decline of the Maya civilisation. Identify similarities and differences between the Maya civilisation and the Anglo-Saxons. <div>    </div>					abandon city-state Classic period creation story decline deforestation drought hieroglyphics pyramid rainforest slash and burn tropical rainforest
Summer What was Life Like in Tudor England? <i>This unit is linked to prior knowledge taught in:</i> How hard was it to invade and settle in Britain? (Year 4)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. 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. Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. Make deductions using inventories and making judgements as to whether a person was rich or poor. Explain how inventories are useful to historians and create a realistic inventory. <div>    </div>					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

Term and Enquiry Question	Year 6 Jupiter Class History Knowledge					vocabulary
	Topic 'Fingertip' knowledge	Chronological awareness	Substantive (abstract) concepts	Historical enquiry	Disciplinary concepts	
Autumn What was the Impact of WW2 on British People? <i>This unit is linked to prior knowledge taught in:</i> Were the Vikings raiders, traders or settlers? (Year 5)	Pupils who are secure will be able to: <ul style="list-style-type: none"> Identify the causes of World War 2. Identify the different phases in the Battle of Britain. Make inferences and deductions about a photograph. Describe how children may have felt when evacuated. Evaluate the accuracy and reliability of sources. Describe the impact WW2 had on women's lives. <div>    </div>					accuracy air raid Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability
Spring What does the Census tell us about our local area? <i>This unit is linked to prior knowledge taught in:</i> How have children's lives changed? (year 4)	Pupils who are secure will be able to: <ul style="list-style-type: none"> 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. <div>    </div>					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
Summer Unheard Histories: Who should go on the banknote? <i>Transitional Unit ready for KS3</i> <i>This unit is linked to prior knowledge taught in:</i> How have children's lives changed? (year 4)	Pupils who are secure will be able to: <ul style="list-style-type: none"> 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. <div>    </div>					Alan Turing criteria issuing bank historically significant Jane Austen Joseph William Turner remarkable remembered watermark Winston Churchill Lily Parr Betty Snowball

Upper Key Stage 2 end points

<p>Chronological awareness</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> 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, Aztecs, and Victorians. <p>Skills:</p> <ul style="list-style-type: none"> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term “century” and how dating by centuries works. Putting dates in the correct century. Using the terms AD and BC in their work. Using 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, Aztecs, and Victorians 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. Sequencing 10 events on a timeline.
<p>Substantive (abstract) concepts</p>	<p>Power (monarchy, government and empire):</p> <ul style="list-style-type: none"> To understand how the monarchy exercised absolute power. 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. <p>Invasion, settlement and migration:</p> <ul style="list-style-type: none"> To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time. <p>Civilisation (social and cultural):</p> <ul style="list-style-type: none"> 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 be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations. <p>Trade:</p> <ul style="list-style-type: none"> To know that trade routes from Britain expanded across the world. 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 the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of global trade. <p>Beliefs:</p> <ul style="list-style-type: none"> To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society. <p>Achievements and follies of mankind:</p> <ul style="list-style-type: none"> 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 understand the impact of war on local communities. To know some of the impacts of war on daily lives. 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.

Change and continuity:

- 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.
- Analysing and presenting the reasons for changes and continuity.
- To know that change can be brought about by conflict.
- To know that change can be traced using the census.

Cause and consequence:

- 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.
- To know that members of society standing up for their rights can be the cause of change.

Similarities and differences:

- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.

Historical significance:

- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.
- To know how historians select criteria for significance and that this changes.

Sources of evidence:

- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
- To know that a census is carried out every ten years and is an official survey of the population 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 that inventories are useful sources of evidence to find out about people from the past.
- 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 know that the most reliable sources are primary sources which were created for official purposes.

Historical interpretations:

- Comparing accounts of events from different sources.
- Suggesting explanations for different versions of events.
- Evaluating the usefulness of historical sources.
- Identifying how conclusions have been arrived at by linking sources.
- Developing strategies for checking the accuracy of evidence.
- Addressing and devising historically valid questions.
- Understanding that different evidence creates different conclusions.
- Evaluating the interpretations made by historians.
- 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.

Historical enquiry

Posing historical questions :

- Planning a historical enquiry.
- Suggesting the evidence needed to carry out the enquiry.
- Identifying methods to use to carry out the research.
- Asking historical questions of increasing difficulty e.g. who governed, how and with what results?
- Creating a hypothesis to base an enquiry on.
- Asking questions about the interpretations, viewpoints and perspectives held by others.

Gathering, organising and evaluating evidence:

- 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.
- 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 findings, analysing and making connections:

- Interpreting evidence in different ways using evidence to substantiate statements.
- Making increasingly complex interpretations using more than one source of evidence.
- Challenging existing interpretations of the past using interpretations of evidence.
- Making connections, drawing contrasts and analysing within a period and across time.
- Beginning to interpret simple statistical sources.

Evaluating and drawing conclusions:

- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Evaluating conclusions and identifying ways to improve conclusions.

Communicating findings:

- 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.
- Constructing explanations for past events using cause and effect.
- Using evidence to support and illustrate claims.