



Christ Church Upper Armley CE Primary

History Intent and Overview

In partnership to Educate, Nurture & Empower

A member of



History Curriculum: Christ Church Upper Armley CofE Primary School.

At Christ Church Upper Armley CE Primary (CCUA), a school with a range of diverse backgrounds, we want history to create a culture of curiosity to inspire pupils to learn about the world they live in and gain a deep understanding of how history has shaped our society today. We want our curriculum to be representative of the children that we teach and equip them with the skills and processes necessary to find out more about the recent and distant past which is relevant to them. We are using a 'mirrors and windows' approach to teaching History, whereby pupils will be immersed in a broad and rich curriculum which will provide them with facts, dates and accounts of the past from primary and secondary sources. Pupils will also have the opportunity to practice historical skills, involving chronology, knowledge and understanding of historical events and historical enquiry. As pupils progress through CCUA, they will be taught to link historical knowledge with historical processes and explore events with curiosity, build on arguments, weigh evidence and formulate their own ideas.

At CCUA, we are working to ensure conceptual threads are woven into the curriculum: women throughout history, Britain over time and ancient civilisations. As they are revisited, they build the bigger picture in terms of change over time within society and development of knowledge. We want children to recognise causes and consequences of actions and developments over time. We want all pupils to make sense of new learning chronologically and where it fits into history over time. Creating timelines in all classrooms, will be central to the children's experience in order to understand when historical events occurred; be able to compare significant events and eras and be able to have a bigger sense of understanding of world history, such as learning about the Early Islamic Empire and the first civilisations. These will be an intrinsic part of each topic as they will support children to create links over the arc of development.

Greater Depth:

In order to cater for the children who are working at greater depth we will encourage them to further deepen their substantive knowledge and historical and analytical skills. Strategies used for creating depth of knowledge will include:

- Strategic Questioning- this will require pupils to consider the unit of work on a more profound level and go and allow them to understand a higher order of questioning. In Key Stage One in, this is could take place in a more collaborative way, with other pupils, or an adult facilitating the challenge; with a view to enabling pupils to independently grapple with these deeper challenges as and when necessary.
- Considering Learning Roles - Pupils will be encouraged to argue from an alternative perspective, not necessarily a perspective they agree with. This will allow the child to also develop empathy with different viewpoints and garner an understanding and respect for other viewpoints.
- Build on interests to extend – The children working at greater depth will also be provided with suitable materials and encouraged to increase their knowledge and skills and become experts in their field, through further reading suggested by the teacher, independent research and presenting findings in an analytical and evaluative way.

Key Curriculum Principles

1. **The Bigger Picture: Progression of knowledge should be clear**

The knowledge that children will learn through each history unit is clear and develops their understanding of key dates, major world events and the effects these had in the cultural and technological advancement of nations. Creating and using timelines will be central to children's experience in understanding chronology and world events; these will also form an intrinsic part of each unit of work.

2. **Enrichment: '*Children will be provided with the knowledge of the past through a curriculum which takes them beyond their own experience*' (Young and Muller, 2015)**

Pupils will develop the skills and processes necessary to find out more about the recent and distant past of their families, the country they live in and the world they inhabit. Children will be equipped with a broad and rich curriculum which will provide them with facts, dates and accounts of the past from primary and secondary sources.

3. **Deliberate Practice:** Pupils will be taught to look at and use reliable primary and secondary sources. They will begin to evaluate answers by thinking.

- Have I got all the evidence I need?
- Is it a reliable source?
- Is there any bias to it?

4. **Oracy:** Through our work with Voice 21 and participation in the 'Narrowing the Word Gap' project, pupils regularly experience different types of talk, such as exploratory talk and presentational talk. Strategies for talk in order to 'learn to talk' and 'learn through' talk are spread throughout the history curriculum, so that learners can further develop ideas; and articulate them to their peers.

National Curriculum: Purpose of study for History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature and influence of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

Attainment Targets

Early Years:

When teaching History in Early Years we will be taking a holistic approach in embedding conceptual knowledge and allowing the children to develop their skills and natural curiosity in order to understand the world around them. We understand that each child's physical and cognitive development is a unique journey and therefore historical concepts and skills will be taught discretely through a number of activities and discussions throughout their time in Early Years, thus enhancing the children's understanding of past and present and allowing them to gain the prerequisite knowledge and skills to understand history in KS1 onwards.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries]
- 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
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

EYFS

At CCUA we develop young children's sense of identity through history by allowing them to explore the past through their environment, family and story. The table below outlines which statements from the 2020 Development Matters (DM) are prerequisite skills for history within the national curriculum. The table outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the DM age ranges for 3 and 4-Year-Olds and Reception to match the programme of study for history. The most relevant statements for history are taken from the Specific Area of Learning: **Understanding the World**. The Understanding the world EYFS Statutory Educational Programme outlines:

"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension". - EYFS Framework (2021), pg 10.

EYFS History DM/ELG			History Skills (links to NC)	Vocabulary	Key Stories/Texts
3-4 Years Nursery	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Chronological understanding • Knowledge and Understanding of events, people and changes. • Presenting, organising and communicating. 	Little, big, baby, brother, sister, mum, dad, grandma, grandad, today, yesterday, tomorrow, Morning, lunchtime, night time. Went, was.	
Reception	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Chronological understanding • Knowledge and Understanding of events, people and changes. • Presenting, organising and communicating. • Historical interpretations 	Old, young, new, older, younger, first, next, after that, finally, before, after. Once upon a time, a long time ago, same/different, order, compare, change, People, lives, history.	

ELG	Understanding the World	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Chronological understanding • Knowledge and Understanding of events, people and changes. • Presenting, organising and communicating. • Historical interpretations • Historical investigations 	Future, past, present. Winter, summer, spring, autumn, seasons.	
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Children develop at different rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. Age/stage bands may overlap as these are not fixed age boundaries but suggest a typical range of development.

In the EYFS the teaching of history is embedded in our daily routines and practices which support a child's understanding of change and the passing of time. Examples include:

- Discussing events that occur regularly, for example seasonal patterns, daily routines and celebrations.
- Encouraging investigative behaviour and raising questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'
- Using language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then'.
- Reading stories that introduce a sense of time and people from the past

History is also taught more explicitly through topics/themes focused upon developing a child's understanding of the World around them. See below.

Past & present / People culture & communities (linked to NC History/ Geography).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	My family	What job do people do?	Where does food grow?	Animals near and far What lives in our school grounds?	Toys. How have toys changed?	Where in the world? Holidays

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Local Study: History of the school and the streets around us. <i>How has Christ Church School changed since it was first built.</i>	Local Study, My area: Can I find my way around the school and Armley with a compass and a map.	Great Fire of London: What caused the Great the GFoL? What were the consequences of it?	The UK: (A study of the countries and capitals) <i>Where is London and what are its human features?</i>	Explorers: Amy Johnson- how has flight changed over time?	<i>What is it like to live by water: how does living by the sea and rivers in England compare to the same in Africa?</i>
Year 2	The Gunpowder Plot: Why do we celebrate Bonfire Night?	Seasonal Change: What is the weather like in Armley and Leeds.	Explorers: Neil Armstrong and the moon landings- why did we land on the moon?	Where will we explore: Seven continents of the world	LOCAL STUDY: The Seaside in the Past: a Yorkshire Seaside Town 100 years ago compared to now.	Hot and Cold places: <i>what is the weather like in different climate zones.</i>
Year 3	Local Study (How did Armley change during the industrial revolution)?	Local Study: My Area: Locating the UK's regions and landmarks through map and compass work.	Stone Age to Iron Age: How did it all begin?	How do climates change in different countries? Identifying how this affect food growth?	Shang Dynasty: What advancements did they make and did this change the world?	Mountains, Volcanoes and Earthquakes: <i>exploring the natural process around the formation of MVE.</i>
Year 4	Roman Britain: What was the impact of the Roman invasion on Britain? (Inc. study of York)	European study: Italy- an understanding of the human and physical aspects of this country, comparing this to the UK.	Anglo Saxon and Viking Invaders and Settlers: Did the settlement by the Anglo-Saxons and Vikings make England a better or worse place to live?	Settlements and Land Use in Western Europe: how have settlements and land use changed?	Ancient Egypt: Where did the earliest civilisation emerge? What were the achievements of Ancient Egypt?	Rivers: How have rivers helped humans? (inc. the water cycle).
Year 5	Local Study: How did Britain become an industrial powerhouse (focus on transport links, engineering and goods).	My country, My Continent: explore the similarities and difference between Britain, Europe and another country and continent.	Empire: A study of Britain. Did Britain do more harm than good during the British Empire. Explore the Windrush generation and their significant contribution to Britain	Global trade in the past and present: North America	Ancient Greeks: What is the impact of the Greek Empire on modern life? (Comparison to Roman/ Egyptian Empire).	Local Study: Fieldwork: Mapping our Local Area
Year 6	Beyond Face Value: appreciating the long arc of history.	How do humans live and survive in different climate zones.	Ancient Islamic Civilisation: How did this civilisation's achievements spread so far? (Link to Ancient Egyptian civilisation)	Rainforests: South America and the Amazon basin	WWII (project): Why was the world at war? What part did the British and commonwealth people play in the major events of WWII?	Climate Chage: our responsibility (Year 6 project)- focus on forest fires and melting ice caps.

Links to Prior Learning

The children have had an opportunity to develop an awareness of the past using common words and phrases relating to the passing of time. They have also developed an awareness of chronology in the autumn term topic, and how to ask questions around an historical source and identify similarities and difference between different time periods. Through this, pupils learn about changes within living memory. In Year 1, pupils further develop these skills through the study of units with various links. Pupils will be able to build on prior learning around England in the 17th Century through the study of the Great Fire of London. Pupils also will further explore the theme of exploration in the early 20th Century, through studying the first moon landing in 1969, comparing how exploration and aviation has developed. Pupils also begin to learn about work and housing in the 19th century, which will be further explored in their local study on Victorian Leeds in ks2.

Year 1: Why was London burning: what did we learn from the Great Fire of London.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Chronology	Knowledge and understanding of historical events	Historical enquiry	
<ul style="list-style-type: none"> -To know how the Great Fire of London started and how long it burned for. -To know where in London the fire started. -To know why Samuel Pepys was important. -To know why the Great Fire of London was so disastrous. -To know how people lived through the Great Fire of London. -To know why the fire spread so rapidly (to understand how buildings were constructed differently back then). <p>Deeper Learning: Compare London from 1666 with London today; how would a fire on this scale be prevented today?</p>	<ul style="list-style-type: none"> -Sequence events (using a timeline) of the Great Fire of London in order of when they happened and give reasons for the order. -Understand and accurately use the words, <i>past, present, then, now, before and after</i> when explaining a sequence of historic events. 	<ul style="list-style-type: none"> -To understand the significance of Samuel Pepys and how his diary has helped us understand the sequence of events today. -Explain how the use of a source (the diary) has informed how fire safety is approached today. -Explain why this is a significant part of British history and why it is named the Great Fire of London. 	<ul style="list-style-type: none"> -To use historical artefacts, photographs and stories and eye witness accounts to make historical links and learn about the past. -To use a wide range of sources including testimony, images, non-fiction books, and online resources. 	<ul style="list-style-type: none"> -Fire -Diary -Samuel Pepys -River -Wood -London -Spread -Fire Brigade -Thomas Farriner -Mayor -King Charles II -Pudding Lane -Bakery

Links to Prior Learning

During their time in Early Years the children will have learnt about how they have changed since birth thus giving them an understanding of the past and present. The children will have learned about change through the concepts of growth, decay and change. The children will also have been discussing experiences in response to stories and events from around the world.

They will also have further developed this conceptual understanding of history through the vocabulary they have learnt, including but limited to, *yesterday, last week, I wonder, what if etc.*

Their understanding of the world and of past and present will act as a stepping-stone for the children to begin their discrete learning of History from Year 1.

Year 1: Amy Johnson- how has flight changed over time.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know that Amy Johnson flew solo to Australia -To know why this was such a difficult task. -To understand people's reaction when they learnt about this. -To know how flights has changed over the last 100 years, with a comparison to modern-day aviation. <p>Deeper Learning: To know how the Wright Brothers achievements helped Amy Johnson.</p>	<ul style="list-style-type: none"> - Use a timeline to sequence 4 processes/ events in the life of Amy Johnson. -To effectively use terms such as: <i>first, next, then, before, after, old, new</i> correctly. -Effectively describe the key events in Amy Johnson's life. 	<ul style="list-style-type: none"> -Begin to identify differences between planes from the past and planes today in order to explain how Amy Johnson's achievements were so remarkable. 	<ul style="list-style-type: none"> -To see that some statements are backed up by various sources (images). -To consult and use information from simple sources to find Information. -Ask and answer questions about new and old objects in order to understand how aviation has developed. -Carry out some independent research on Amy Johnson through recommended texts. 	<ul style="list-style-type: none"> -Pilot -Aeroplane -Aviation -Explorer -Aircraft -Wing -Engine -Gender -Prejudice -RAF -Transport

Links to Prior Learning

During their time in Early Years the children will have learnt about how they have changed since birth thus giving them an understanding of the past and present. The children will have learned about change through the concepts of growth and decay. The children will also have been discussing experiences in response to stories and events from around the world.

Pupils will also have further developed this conceptual understanding of history through the vocabulary they have learnt, including but limited to, *yesterday, last week, I wonder, what if etc.*

Their understanding of the world and of past and present will act as a stepping-stone for the children to begin their learning of their local area, Great Britain and other ancient civilisations and in year 1.

**Year 1:
Local Study:
History of the
school and
the streets
around us.**

***How has
Christ Church
changed since
it was first
built?***

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Chronology	Knowledge and understanding of historical events	Historical enquiry	
<ul style="list-style-type: none"> -To know that the school was opened in 1870. -To know that houses surrounding Christ Church was built for workers as Leeds developed into an industrial town. -To know how houses in Armley have changed over time (outside toilets and no bathrooms). -To know how Leeds developed during the Industrial Revolution. -To know that Armley mill was used for textile production. <p>Deeper Learning: To know about well-known people who attended the school and their achievements.</p>	<ul style="list-style-type: none"> -Order a set of objects relating to the seaside from the past, moving forward to present day. -Understand the difference between things that happened at the seaside in the past and how it is the same/ different now. -Describe things that happened to other people on holiday in the past. 	<ul style="list-style-type: none"> -Identify key historical objects from the seaside 100 years ago. -Give examples of how their childhood holidays differ from that of their grandparents and beyond. -Recount key historical facts about seaside resorts of the past. 	<ul style="list-style-type: none"> -Ask and answer questions about new and old objects and photographic sources from the seaside. -Give a plausible explanation for what objects were used for in the past. 	Armley Leeds Industrial City School Mill Textile Wool

Links to Prior Learning

The children have had an opportunity to develop an awareness of the past using common words and phrases relating to the passing of time. They have also developed an awareness of chronology, and how to ask questions around an historical source and identify similarities and difference between different time periods. Through this, pupils learn about changes within living memory. In Year 2, pupils further develop these skills through the study of units with various links. Pupils will be able to build on prior learning around England in the 17th Century through the study of the Great Fire of London. Pupils also will further explore the theme of exploration in the early 20th Century, through studying the first moon landing in 1969, comparing how exploration and aviation has developed. Pupils also begin to learn about healthcare in the 19th century, which will be further explored in their local study on Victorian Leeds. Pupils learn about Mary Seacole, a significant black British woman. This will be studied further in the 'Black and British' unit in KS2.

Year 2: Explorers: Neil Armstrong and the moon landings- why did we go to the moon?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Chronology	Knowledge and understanding of historical events	Historical enquiry	
<ul style="list-style-type: none"> - To know how we know for sure that man has been to the moon. - To know and understand the key events of the flight of Apollo 11 and the first moon landing. -To know why the astronauts risked their lives when travelling to the moon. -To know how spacemen got to the moon and back safely. -To know what astronauts did when they got to the moon. -To know the benefits and drawbacks of continuing to send people to the moon. -To compare the achievements of Amy Johnson and aviators of her time to the astronauts in the Apollo mission of the 60's and 70's. <p>Deeper Learning suggestions:</p> <ul style="list-style-type: none"> -Who was Catherine Johnson and why is she a significant historical figure? (females in history) OR -To know the cultural impact on the first moon landing and what made Neil Armstrong a global icon. 	<ul style="list-style-type: none"> -Understand accurately the words <i>past, present, then, before and after</i> when telling others about the moon landing. -Using a timeline, sequence events from the first manned aeroplane flight, to the moon landing. -Discuss the significance of each event. -Using a timeline, sequence objects (aeroplanes and spacecraft) from 100 years ago to the present day. 	<ul style="list-style-type: none"> -Understand how the achievements of the moon landing has enhanced people's lives. -Explain the significant achievements of a significant historical figure (Neil Armstrong). -Compare and contrast the first solo flight to Australia and the first moon landing. 	<ul style="list-style-type: none"> -Ask and answer questions using a wider range of primary and secondary sources (images, non-fiction books and online resources). -Identify how we can learn from these past events in order to advance exploration in the future. 	<ul style="list-style-type: none"> -Neil Armstrong -Astronaut -Moon -Spaceflight -Spacecraft -Lunar -Apollo -NASA -Pilot -Launch -Saturn V Rocket -Lunar Module

Links to Prior Learning

During their time in Early Years the children will have learnt about how they have changed since birth thus giving them an understanding of the past and present. The children will have learned about change through the concepts of growth, decay and change. The children will also have been discussing experiences in response to stories and events from around the world.

They will also have further developed this conceptual understanding of history through the vocabulary they have learnt, including but limited to, *yesterday, last week, I wonder, what if etc.*

Their understanding of the world and of past and present will act as a stepping-stone for the children to begin their discrete learning of History from Year 1.

Year 2: The Gunpowder Plot: Why do we celebrate Bonfire Night?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know when the Gunpowder plot took place. -To know what Guy Fawkes did to make us celebrate Bonfire Night. -To know what went wrong with the plot and how did this happen. -To know why the Houses of Parliament are important. -To know who the King was at the time. <p>Deeper Learning: To know how were Guy Fawkes' beliefs different those of King James I?</p>	<ul style="list-style-type: none"> -Use a timeline to sequence 4 processes/ events that led up to the attempted destruction of the House of Parliament. -Describe the events sequenced. -To effectively use terms such as: <i>first, next, then, before, after, old, new</i> correctly. 	<ul style="list-style-type: none"> -To understand the significance of the events in the Gunpowder Plot, with a focus on the plot itself, Recount the key facts of the Gunpowder Plot and the human issues involved. -Explain why we celebrate these events today. 	<ul style="list-style-type: none"> -To use historical artefacts, photographs, and stories to make historical links and learn about motives behind the Gunpowder Plot. -To see that some statements are backed up by various sources (images). - Ask and answer questions using an historical source from this time period. 	<ul style="list-style-type: none"> -Guy Fawkes -King James I -Houses of Parliament -Gunpowder -Plot -Fireworks -Conspirators -5th November -Tower of London -Catholic

Links to Prior Learning

During their time in Early Years the children will have learnt about how they have changed since birth thus giving them an understanding of the past and present. The children will have learned about change through the concepts of growth, decay and change. The children will also have been discussing experiences in response to stories and events from around the world. They will also have further developed this conceptual understanding of history through the vocabulary they have learnt, including but limited to, *yesterday, last week, I wonder, what if etc.*

Their understanding of the world and of past and present will act as a stepping-stone for the children to begin their discrete learning of History from Year 1.

Year 2: How has the Seaside Changed?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know what it was like to go to the seaside 100 years ago. -To know what the key features of the seaside were 100 years ago. -To know what people did at the seaside 100 year ago, using evidence to prove this. -To know the reasons people visited the seaside 100 years ago, comparing this to today. -To know how seaside holidays have changed over the past 100 years (<i>link to aviation and development of aircraft- holidays abroad</i>). 	<ul style="list-style-type: none"> -Order a set of objects relating to the seaside from the past, moving forward to present day. -Understand the difference between things that happened at the seaside in the past and how it is the same/ different now. -Describe things that happened to other people on holiday in the past. 	<ul style="list-style-type: none"> -Identify key historical objects from the seaside 100 years ago. -Give examples of how their childhood holidays differ from that of their grandparents and beyond. -Recount key historical facts about seaside resorts of the past. 	<ul style="list-style-type: none"> -Ask and answer questions about new and old objects and photographic sources from the seaside. -Give a plausible explanation for what objects were used for in the past (historic toys etc). 	<ul style="list-style-type: none"> -Beach -Sea -Shore -Spade -Bucket -Pier -Holiday -Promenade -Sandcastles -Postcard

Year 3: The Stone Age to the Iron Age- how did it all begin?	Links to Prior Learning				
	The children have so far only studied historical events, however now in year 3 they will begin to look at <i>pre-historical</i> events which will allow them to further develop and broaden their chronological understanding; thus allowing them visualise the history of humankind. Pupils will have the opportunity to see how civilisations have developed from the earliest times of the Stone Age to Iron Age; up to the 17 th , 19 th and 20 th Centuries previously studied in KS1. Further elements of British history will be studied, such as Roman Britain, establishing a clear narrative around this time period. With pupils having studied the Iron Age, they will have a good awareness of the Britain the Romans conquered. This will then be linked to other key periods of British history later in Key Stage 2.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Chronology	Knowledge and understanding of historical events	Historical enquiry	
	<ul style="list-style-type: none"> -To know what is meant by pre-historic -To know how long the Stone Age lasted -To know day to day living practices of the Palaeolithic, Neolithic and Mesolithic ages and compare to modern times -To know how evidence is important to create a picture of the past (Skara Brae) -To know that Stone henge (bronze age) is a significant structure built during these times and that there are many theories as to why it was built. -To know how much life changed during the Iron Age and why. <p>Supplementary Knowledge:</p> <ul style="list-style-type: none"> -Evaluate which era involved the most important changes and why. 	<ul style="list-style-type: none"> -Understand which side of BC and AD the Stone Age to Iron Age falls and why. -Understand and use the vocabulary <i>ancient, century and decade</i>. -Use a timeline to place events from the Stone Age to Iron Age in chronological order, adding in other time periods studied also in order to appreciate BC and AD. 	<ul style="list-style-type: none"> -Describe similarities and differences between the different time periods in question, using historical sources and artefacts. -Give possible reasons for key events in this time period, such as the building of Stone Henge, giving evidence. -use evidence to describe buildings and their uses 10,000 years ago. 	<ul style="list-style-type: none"> -To analyse historical artefacts, to make historical links between these time periods, and have an understanding of the past. -Understand the importance of archaeologists have in helping us understand this period of time. 	<ul style="list-style-type: none"> -Stone Age -Bronze Age -Iron Age -Neolithic -BC -AD -Hunter gatherers -Stone Henge -Skara Brae -Settlement -Shelter -Civilisation

Links to Prior Learning

The children have so far only studied historical events, however now in year 3 they will begin to look at *pre-historical* events which will allow them to further develop and broaden their chronological understanding; thus, allowing them visualise the history of humankind. Pupils will have the opportunity to see how civilisations have developed from the earliest times of the Stone Age to Iron Age; pupils will also study a non-European civilisation in Year 3, the Shang Dynasty. Pupils will understand how societies rise and fall, which will be built upon with study of the Roman Empire. Pupils will draw links between these civilisations and make comparisons between the two. They also have the opportunity to compare the Shang Dynasty to the Bronze Age in Britain (being at a similar point in History).

Year 3: Local Study: how did Armley change during the Industrial Revolution?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know that there was a huge increase in the population of Leeds and Armley in the 19th Century. -To know that Leeds changed from a small town to a large manufacturing city in the 19th Century. -To know that the lives of children was difficult and they were required to work many hours in poor factory conditions. -To know that Leeds was a global leader in the woollen trade. -To know how the Leeds Liverpool Canal and train links enabled the transport of raw materials and manufactured goods. 	<ul style="list-style-type: none"> -Plot the Victorian period on a timeline with other time periods previously studied, using BC and AD. -Order the significant events in the history of Leeds/ Armley, on a timeline. -Describe the main changes to Leeds <i>over time</i> and its people in this period of History. 	<ul style="list-style-type: none"> -Use sources to show how the lives of the rich and poor differed in Victorian Leeds/ Armley (comparing housing to other areas of Leeds). -To understand how major events in history have had a major influence on Leeds and Britain as a city today. 	<ul style="list-style-type: none"> -Hypothesise what Leeds was like during this time period, and then use sources and evidence to find out (<i>trip to Armley Mills</i>) -Choose appropriate sources and select evidence from those sources to respond to an Historical enquiry question. 	<ul style="list-style-type: none"> Textile Mills Steam Engine Mechanisation Workhouse Child Labour Sweated Labour Pauper Sanitation Leeds Liverpool Canal Leeds to Selby Railway (export links)

Links to Prior Learning

The children have so far only studied historical events, however now in year 3 they will begin to look at *pre-historical* events which will allow them to further develop and broaden their chronological understanding; thus, allowing them visualise the history of humankind. Pupils will have the opportunity to see how civilisations have developed from the earliest times of the Stone Age to Iron Age; pupils will also study a non-European civilisation in Year 3, the Shang Dynasty. Pupils will understand how societies rise and fall, which will be built upon with study of the Roman Empire. Pupils will draw links between these civilisations and make comparisons between the two. They also have the opportunity to compare the Shang Dynasty to the Bronze Age in Britain (being at a similar point in History).

Year 3:
Shang
Dynasty:
What
advancements
did they make
and did this
change the
world?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Chronology	Knowledge and understanding of historical events	Historical enquiry	
<ul style="list-style-type: none"> -The Shang Dynasty was an early Chinese civilization that ruled from c. 1600–1046 BCE. -The Shang capital was called Anyang, where many artifacts have been discovered. -Shang society was hierarchical, with a king, noble warriors, craftsmen, and farmers. -Oracle bones were used for divination and are the earliest evidence of Chinese writing. -The Shang were skilled in bronze casting, creating weapons, tools, and ritual objects. -The dynasty ended when King Zhou, the last Shang ruler, was overthrown by the Zhou Dynasty. <p>Formulate their own historical questions based on artefacts, texts, and images.</p>	<ul style="list-style-type: none"> -The Shang Dynasty existed around the same time as Ancient Egypt's New Kingdom (when pharaohs like Tutankhamun ruled). -It also overlaps with the Bronze Age in Britain (e.g., when people were building Stonehenge). -The Roman Republic (c. 509 BCE) – The Shang Dynasty had already fallen by the time Rome became a republic, but their writing system influenced later Chinese scripts, much like Latin influenced Europe. 	<ul style="list-style-type: none"> -Learn about the founding of the Shang Dynasty (~1600 BCE) and how it became one of China's first recorded civilizations. - Investigate why the Shang Dynasty emerged (e.g., strong leadership, control over resources, military power). Discuss how Shang rulers maintained power using warfare, religion, and a strict social structure. - Encourage pupils to use key vocabulary when describing events or writing about the Shang Dynasty. 	<ul style="list-style-type: none"> -Ask questions about the Shang Dynasty (e.g., <i>What was life like in Ancient China? How do we know about the Shang kings?</i>) - Choose appropriate sources and select evidence from those sources to respond to an Historical enquiry question. - Compare aspects of Shang society (e.g., rulers, warriors, farmers) with other civilizations or modern life. 	Dynasty Civilisation Ancient Shang Dynasty Emperor Nobles Peasants Warriors King Cheng Tang King Zhou

Links to Prior Learning

The children have so far only studied historical events, however now in year 3 they will begin to look at *pre-historical* events which will allow them to further develop and broaden their chronological understanding; thus, allowing them visualise the history of humankind. Pupils will have the opportunity to see how civilisations have developed from the earliest times of the Stone Age to Iron Age; up to the 17th, 19th and 20th Centuries previously studied in KS1. Further elements of British history will be studied, such as Roman Britain, establishing a clear narrative around this time period. With pupils having studied the Iron Age, they will have a good awareness of the Britain the Romans conquered. This will then be linked to other key periods of British history later in Key Stage 2.

Disciplinary Knowledge

Substantive Knowledge

- To know when and why the Romans invaded Britain.
- To know why Boudica stood up to the Romans.
- To know how the Romans kept control over such a vast empire.
- To know what the Roman way of life was like when compared to the Celtic way of life.
- To know some of the significant ways the Romans still influence our lives today.
- To know why the Roman empire came to an end.

Chronology

- Sequence significant events during Roman Britain on a timeline.
- Discuss the significance of these events.
- Understand BC and AD and place the Roman empire on a timeline, adding in other time periods studied also in order to appreciate BC and AD.
- Understand and use the vocabulary *ancient, century and decade*.

Knowledge and understanding of historical events

- Describe similarities and differences between the Romans and the Celts using evidence and sources.
- Give reasons for the invasion of Britain by the Romans, supported by evidence.
- Use evidence to understand that society was diverse and poor people lived very differently to the rich.

Historical enquiry

- Gather evidence of Roman Britain through the study/ visit of Roman sites.
- Using sources and evidence, understand, compare and contrast the similarities and differences between the lives of the ancient Romans and Celts and our lives today.

Vocabulary

- Romans
- BC
- AD
- Celts
- Hadrian's Wall
- Claudius
- Caesar
- Boudicca
- Emperor
- Settlement
- Revolt
- Invasion
- Legion
- Centurion

**Year 4:
Roman Empire:
What was the impact of the Roman Invasion of Britain?**

Links to Prior Learning

Pupils now have an understanding of the difference between pre-historic and historic times and have also looked at the first ancient civilisation to have invaded Britain. This knowledge will now be further developed by studying and comparing the Romans to the Viking Invasion of Britain. There will be a focus on how Britain changed once more in these times; and what the inter-relationship between the Vikings and Saxons was like. There will be a clear intention to analyse how each invading group has responded to earlier civilisations, as well as leaving their own characteristic mark on Britain. In Year 4 we also study our first non-European ancient civilisation and comparing the Egyptians to the Romans. We also take another look at local history; studying the Victorian Industrial Revolution and the impact it had on Leeds, linking this to our studies of this era in KS1.

Year 4:

Did the settlement by the Anglo-Saxons make England a better or worse place to live?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> - To know how Saxon England began - To know what happened during the period of Saxon England - To know that life for people in Anglo-Saxon England was dependent on their position in society. - To know that King Offia was a character of significant importance 	<ul style="list-style-type: none"> - Use a timeline to place events from the Saxon period in chronological order - Describe the main changes to Britain during this period, using sources, artefacts and evidence. 	<ul style="list-style-type: none"> - Extract information from a range of sources - Identify the limitations of types of sources - Begin to ask questions and find answers about the past different sources. - To understand, compare and contrast the similarities and differences between the lives of people of Anglo Saxon and Viking times; describe how this influences present day Britain. 	<ul style="list-style-type: none"> - To analyse historical artefacts, to make historical links between these time periods, and have an understanding of the past. - Give more than once reason to support an argument, using evidence and sources. 	Invasion Settlement Migration Immigration Kingdom Burial Society Culture Monk Christian Pagan

Links to Prior Learning

Pupils now have an understanding of the difference between pre-historic and historic times and have also looked at the first ancient civilisation to have invaded Britain. This knowledge will now be further developed by studying and comparing the Romans to the Viking Invasion of Britain. There will be a focus on how Britain changed once more in these times; and what the inter-relationship between the Vikings and Saxons was like. There will be a clear intention to analyse how each invading group has responded to earlier civilisations, as well as leaving their own characteristic mark on Britain. In Year 4 we also study our first non-European ancient civilisation and comparing the Egyptians to the Romans. We also take another look at local history; studying the Victorian Industrial Revolution and the impact it had on Leeds, linking this to our studies of this era in KS1.

Year 4: Ancient Egypt- how can we learn what Ancient Egypt was like thousands of years ago?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know the significance of the River Nile in Ancient Egypt. -To know How men, women and children lived in Ancient Egypt. -To know how hieroglyphics helped us understand more about Ancient Egypt. -To know the significance of the pyramids and why they historians believe they were built. -To know what Ancient Egyptians' believe about the afterlife were. <p>Deeper Learning: Analyse in detail how life was different in two concurrent historical periods: the Stone Age to Iron age and Ancient Egypt. OR The Pyramids: raise valid historical questions around how and why they were built through independent research.</p>	<ul style="list-style-type: none"> - Plot historical periods studied so far on a timeline using centuries, referring to BC and AD. -Order the significant events from Ancient Egypt on a timeline. -Describe the main changed to society over time in Ancient Egypt. using sources, artefacts and evidence. -Understand how some historical events occurred concurrently, i.e. Ancient Egypt and the Stone Age to Iron Age. 	<ul style="list-style-type: none"> -Use evidence and sources to show that the lives of different parts of Ancient Egyptian society was different. -Describe how elements from this period of history still influence the present (i.e. through culture etc). -To understand the three other major civilisations at the time (Indus Valley, Sumer and Shang Dynasty) and locate these on a map (link to mapwork: Geography). 	<ul style="list-style-type: none"> -Hypothesise what like would be like in Ancient Egypt for people and then prove this right or wring through the use of primary and secondary sources and evidence. -Choose appropriate historical sources to respond to a question. 	<ul style="list-style-type: none"> -Concurrent -Hieroglyphics -Pyramids -Giza Plateau -River Nile -Book of the Dead -Mummy/ mummification -Sarcophagus -Tomb (robbers) -Sir Howard Carter -Tutankhamun -Canopic Jars -Afterlife -Gods -BC -AD

Links to Prior Learning

Pupils now have an understanding of the difference between pre-historic and historic times and have also looked at the first ancient civilisation to have invaded Britain. This knowledge will now be further developed by studying and comparing the Romans to the Viking Invasion of Britain. There will be a focus on how Britain changed once more in these times; and what the inter-relationship between the Vikings and Saxons was like. There will be a clear intention to analyse how each invading group has responded to earlier civilisations, as well as leaving their own characteristic mark on Britain. In Year 4 we also study our first non-European ancient civilisation and comparing the Egyptians to the Romans. We also take another look at local history; studying the Victorian Industrial Revolution and the impact it had on Leeds, linking this to our studies of this era in KS1.

Disciplinary Knowledge

Substantive Knowledge

Chronology

Knowledge and understanding of historical events

Historical enquiry

Vocabulary

Year 5: What was the importance of Leeds and Britain as a Textile Powerhouse?

- To know how Leeds contributed to the Industrial Revolution.
- To research a key fact which made Leeds vital in the Victorian era
- To know the varied roles of the people of Leeds during Victorian times and the Industrial Revolution.
- To know how the area of Armely changed throughout the Victorian era.
- To know what the main industry of Leeds was and how this impacted the people of Leeds and its landscape (link to physical Geography and population increase).

Leeds City Museum/ Abbey House Museum visit?

Deeper Learning: Compare the jobs and lives of people in Victorian Leeds to the people of Leeds today (the can be done as a presentation, using key vocabulary and sources).

- Plot the Victorian period on a timeline with other time periods studied, using BC and AD.
- Order the significant events in the history of Leeds, going back to the Victorian era, on a timeline.
- Describe the main changes to Leeds and its people in this period of History.

- Use evidence to show how the lives of the rich and poor differed in Victorian Leeds.
- To understand how major events in history have had a major influence on Leeds as a city today.

- Hypothesis what Leeds was like during this time period, and then use sources and evidence to find out (*trip to Leeds City Museum- Victorian Leeds, workshops, etc*)
- Choose appropriate sources and select evidence from those sources to respond to an Historical enquiry question.

- Queen Victoria
- Railways
- Canals
- Industry
- Textiles
- Leeds
- Factory
- Mill
- Population growth
- Urban
- Rural
- Victorian Britain
- Middle-Class
- Working-Class

Links to Prior Learning

Pupils consolidate a lot of learning in Year 6, bringing together a lot of different areas of History studied. Pupils will look at World War II, having touch upon this in the 'Beyond Face Value' unit in year 5. This unit offers scope for using a wider range of resources, including accessible artefacts and oral history, to compare the different experiences of men and women at war. Pupils will also compare European and non-European ancient civilisations once more, through the study of the Ancient Greeks. Not only does it provide ample opportunities to explore contemporary issues to do with democracy, rights and freedoms, it also allows pupils to explore a society very different from their own. Pupils also explore why Ancient Greece has had such a long and dramatic legacy as well as working as history detectives to piece together the fragments from the past. Pupils also study the 'Black and British' unit, bringing together the impact of different black people to British History, and comparing this to other black historical figures previously studied.

Year 5: Empire – A Study of Britain and the role the colonies and their people have played in British rule.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Chronology	Knowledge and understanding of historical events	Historical enquiry	
<ul style="list-style-type: none"> -To know that an empire is a group of countries ruled by one country often gained through conquest. -To know what difference that slave trade made to the experiences of black people in Britain. -At its peak the British empire controlled over a quarter of the earth's land mass. -There were both positives and negatives to Britain's rule including railways, modern infrastructure, education. Then Exploitation of native people and their lands. -To know how the British empire ended through peaceful and non-peaceful protest. -To know what the experience of the first post-WWII black immigrants was (Windrush). <p>Deeper Learning: Compare and contrast the lives of black people in different western countries (i.e. USA and the UK) and comment on similarities and differences.</p>	<ul style="list-style-type: none"> -Order significant events, movements and dates the British empire and its expansion. -Place these specific events of black British history on a timeline by date and comment on any progress made. -Identify and compare changes over these historic periods. -Place features of historical events and people from past societies and periods in a chronological framework. 	<ul style="list-style-type: none"> -Recognise and describe change and continuity across these periods of history for black British people. -Understand why Gandhi used peaceful protests and why others used violent protests. -Recognise and describe change and continuity across periods of history. -To understand how Empire has contributed to and been affected by historical events -Britain was responsible for slavery but also the end of slavery, how did that happen? 	<ul style="list-style-type: none"> -Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. -Use a range of evidence from different sources to describe the impact of black people to Britain. -Research two versions of an event and see how they differ. -Give reasons as to why there may be different accounts of History. 	<ul style="list-style-type: none"> -Immigrant -Windrush -Racism -Prejudice -Discrimination -Impact -Africa -Caribbean -Slavery/ Slave Trade -Influence -Culture -Colonies

Links to Prior Learning

Pupils consolidate a lot of learning in Year 6, bringing together a lot of different areas of History studied. Pupils will look at World War II, having touch upon this in the 'Beyond Face Value' unit in year 5. This unit offers scope for using a wider range of resources, including accessible artefacts and oral history, to compare the different experiences of men and women at war. Pupils will also compare European and non-European ancient civilisations once more, through the study of the Ancient Greeks. Not only does it provide ample opportunities to explore contemporary issues to do with democracy, rights and freedoms, it also allows pupils to explore a society very different from their own. Pupils also explore why Ancient Greece has had such a long and dramatic legacy as well as working as history detectives to piece together the fragments from the past. Pupils also study the 'Black and British' unit, bringing together the impact of different black people to British History, and comparing this to other black historical figures previously studied.

Year 5: Ancient Greeks: What is the impact of the Greek Empire on modern life.

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Chronology	Knowledge and understanding of historical events	Historical enquiry	
<ul style="list-style-type: none"> -To know why we know so much about the Ancient Greeks who lived over 2,500 years ago. -To know what everyday life was like in Ancient Greece for different types of people. -To know why Athens was so strong at this time. - To know about the Ancient Greeks interests in the theatre and festivals like the Olympics? -To know how Ancient Greeks have enhanced our lives today (Democracy, architecture, culture). <p>Deeper Learning: Develop a diary for a chosen person from 5th or 6th century BC Athens. Pupils research the sort of detail they would be interested in. Typically pupils will want to focus on the nature of the work they did, an episode that happened during the day (going to the fountain, voting), the clothes they wore, their homes, their leisure activities etc.</p>	<ul style="list-style-type: none"> -Order significant events, movements and dates in Ancient Greece. -Determine the most significant moments and place these specific events on a timeline by date. -Identify and compare changes over these historic periods. - Place features of historical events and figured from different periods of Ancient Greece in a chronological framework. 	<ul style="list-style-type: none"> -Recognise and describe change and continuity across Ancient Greece. - Recognise and describe change and continuity across the timeline of Ancient Greece. - To give specific examples of how major events in World History have impacted aspects of British society today e.g. democracy. 	<ul style="list-style-type: none"> -Give reasons why there may be different accounts of history. -Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. -Use a range of evidence from different sources to describe a key event from Britain's past. -Research two versions of an event and see how they differ. 	<ul style="list-style-type: none"> -Acropolis -City State -Democracy -Parthenon -Helot -Hoplite -Athens -Culture -Art -Olympics -Mythology -Gods.

Links to Prior Learning

Throughout their time in primary school, children will have developed an understanding of different ancient civilisations, such as the Egyptians, Greeks, and Romans, giving them a foundation in how societies develop, expand, and influence the world. They will already be familiar with key historical concepts such as trade, empire, power, and cultural achievements. In previous learning, they may have encountered early Islamic history when studying world religions, including the life of the Prophet Muhammad and the basic beliefs of Islam. Their knowledge of other great cities, such as Rome or Constantinople, will help them understand why Baghdad became such an important centre during the Islamic Golden Age. Additionally, they will have explored how inventions, ideas, and trade routes spread between civilisations, preparing them to examine how ancient Islamic societies influenced the modern world.

Year 6: Ancient Islamic Civilisation: How did this civilisation's achievements spread so far?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	
<ul style="list-style-type: none"> -To know why it is important to study Islam in the period c.900 -To know how the Arabs were able to spread so far in such a short space of time after the Prophet Muhammad's death. -To know the importance of Baghdad in the 'Golden Age'. -To know what life was like for rich and poor in ancient Islamic cities. -To know which ancient Islamic civilisations most effect our lives today. <p>Deeper Learning: Consider the main similarities and differences between two non-European civilisations (Ancient Baghdad and Ancient Egypt)</p>	<ul style="list-style-type: none"> -Refer to dates and use historical chronological language around ancient Islam. -Describe the main changes to this civilisation through its achievements. -Order significant events, movements and dates in ancient Islam on a timeline. 	<ul style="list-style-type: none"> -Ask questions and find answers about ancient Islam using primary and secondary sources. -Recognise the part that archaeologists had/have in helping us Understand the spread of this civilisation. -Discuss similarities and differences between ancient Islam and ancient Egypt/ British civilisations. -Make links between features of past societies. 	<ul style="list-style-type: none"> -Appreciate how historical artefacts have helped us understand about Ancient Islam -Form an interpretation of historical events using sources. -Take bias into account when considering the impact of Ancient Islam on society today. 	<ul style="list-style-type: none"> -Islam -Baghdad -Golden Age -Merchants -Trade -Soldier -Caliph -House of Wisdom -Islamic Empire -Mosque -Allah

Links to Prior Learning

Pupils consolidate a lot of learning in Year 6, bringing together a lot of different areas of History studied. Pupils will look at World War II, having touch upon this in the 'Beyond Face Value' unit in year 5. This unit offers scope for using a wider range of resources, including accessible artefacts and oral history, to compare the different experiences of men and women at war. Pupils will also compare European and non-European ancient civilisations once more, through the study of the Ancient Greeks. Not only does it provide ample opportunities to explore contemporary issues to do with democracy, rights and freedoms, it also allows pupils to explore a society very different from their own. Pupils also explore why Ancient Greece has had such a long and dramatic legacy as well as working as history detectives to piece together the fragments from the past. Pupils also study the 'Black and British' unit, bringing together the impact of different black people to British History, and comparing this to other black historical figures previously studied.

Year 6: WWII: Why was the world at war? What part did the British people play in the major events of WWII?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	Chronology	Knowledge and understanding of historical events	Historical enquiry	
<ul style="list-style-type: none"> -To know how and why WWII started and why Britain had to go to war in 1939. -To know who the main countries, leaders, allies and axis were. -To know how women impacted in the running of the country. -To know why it was necessary to evacuate children and what this was like for them. -To know how the lives of British people were affected by the war (food rations, evacuations, national service, conscription) <p>Deeper Learning: Take two different sources about the same event and analyse and evaluate how these give advantages and disadvantages of each.</p>	<ul style="list-style-type: none"> -Order significant events, movements and dates for Britain during WWII on a timeline. -Place a specific event during WWII on a timeline by date -Identify and compare changes within WWII -Place features of historical events and people from past societies and periods in a chronological framework. 	<ul style="list-style-type: none"> -Chronologically summarise the main events from WWII. -Recognise and describe change and continuity across WWII. -Give specific examples of how the major events in WWII have impacted aspects of British society today e.g. role of women -To understand how world relations today have changed and been impacted by WWII (United Nations, Treaty of Versailles etc). 	<ul style="list-style-type: none"> -Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history. -Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. -Use a range of evidence from different sources to describe the impact of WWII to Britain. 	<ul style="list-style-type: none"> -Propaganda -Evacuee -Rationing -Blitz -Battle of Britain -Winston Churchill -Neville Chamberlain -King George VI -War cabinet -Hitler -Allies -Axis -Treaty

Links to Prior Learning

Throughout their time in primary school, children will have learned that history is a sequence of events that can be placed on a timeline. In KS1, they explored simple timelines, sequencing events from their own lives and learning about key figures from history. In lower KS2, they developed an understanding of different historical periods, learning how civilisations changed over time and how historical events are connected. They have also begun using historical sources to explore different perspectives on the past. This knowledge will help them understand the **long arc of history**, appreciating that events do not happen in isolation and that different societies experience history in different ways at the same time.

Disciplinary Knowledge

Substantive Knowledge

Chronology

Knowledge and understanding of historical events

Historical enquiry

Vocabulary

Year 6: Beyond Face Value: appreciate the long arc of history (thematic)

- Chronology helps historians track how and why events happened and how different time periods connect.
- While one society may be advancing, another may be declining (e.g., as the Roman Empire fell, the Anglo-Saxons were settling in Britain).
- Major historical developments, such as inventions, wars, trade, and exploration, often happen in different parts of the world at the same time.
- Some events have long-term consequences that shape future societies (e.g., the Industrial Revolution's impact on modern cities).
- Historians use timelines, sources, and interpretations to understand the past, but different perspectives can lead to different conclusions.

- Refer to dates and use historical chronological language when looking at sources from different periods
- Order the significant events studied, with dates on a timeline.
- Use a timeline when comparing sources from different periods of time to suggest if this impacts on its accuracy.
- Recognising **long-term historical trends**, such as empire-building, technological advancements, or social change.

- Ask questions and find answers about the past using different primary and secondary sources.
- Recognise the part that Historians had/have in evaluating the reliability of sources.
- Discuss similarities and differences between different periods of history.
- Recognising how bias and interpretation influence how history is recorded.

- Appreciate how historical artefacts have helped us understand about British lives in the past.
- Placing events from different civilisations on **parallel timelines** to compare historical periods.
- Form an interpretation of historical events or figures using sources.
- Take bias of the source creator into account when researching an historical event or figure.

Chronology
Era / Period
Cause & Consequence
Empire / Civilisation
Primary Source /
Secondary Source
Historical
Interpretation
Simultaneous Events
Continuity & Change
Significance
Perspective & Bias