

Lightcliffe CofE Primary School

History Curriculum Intent and Overview

In partnership to Educate, Nurture & Empower



History Curriculum at Lightcliffe CofE Primary Academy

At Lightcliffe Primary School we aim for our history curriculum to enable all children to become historians who have strong and coherent knowledge of the past and deeply rooted love of history. They will be able to ask pertinent questions, think critically, consider the views of others and use evidence to answer historic enquires. Our chronological approach enables pupils to build on prior learning and creates a clear timeline of events over time. They will understand how the past has had an impact on their lives (and society in general) and what we can learn from it. Alongside this, to help children develop their understanding of the school ethos; 'Rooted in God's guidance, we inspire and are inspired. We value all, are kind to all and enable each other to succeed.' Pupils will develop a strong understanding of heritage and what it means to them and how the role Calderdale and the local area has played on local, regional, national and international stage.

We are working to ensure conceptual threads are woven into the curriculum: 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 pupils' experience to understand when historical events occurred; enabling pupils 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 pupils to create links over the arc of History.

Greater Depth

In order to cater for pupils who are working at greater depth we will be encouraging them to further deepen their substantive knowledge without which they will be unable to further develop their analytical skills. The strategies used for creating depth of knowledge will include:

- 'Digging Deeper' questioning- this will require the learner to think about the unit of work on a more profound level and go and allow them to understand a higher order of questioning.
- 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 develop an understanding and respect for other viewpoints. Through this, we expect pupils' Oracy skills to be developed, practicing different types of talk and embedding the Oracy Framework all our primary academies follow.
- Build on interests to extend - Pupils working at greater depth will also be provided with suitable materials and encouraged to independently increase the knowledge and become experts in their field.
- Opening ended questioning - teachers are expected to use open ended questioning throughout lessons to encourage a higher order of thinking from students. There will also be 'Digging Deeper Learning' challenges giving pupils the opportunity to further apply their disciplinary knowledge and skills within the context of a more complex task.

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.

History-National Curriculum overview

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 the United Kingdom 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 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

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.

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, the first aeroplane flight 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality (Barnbow Factory (Lasses), Guy Fawkes, John Smeaton etc).

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 Lightcliffe, 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 outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework. 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 ELG	History Skills (links to NC)	Vocabulary
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 	<p>Old, young, new, older, younger, first, next, after that, finally, before, after.</p> <p>Once upon a time, a long time ago, same/different, order, compare, change,</p>
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 	<p>People, lives, history.</p> <p>Future, past, present.</p> <p>Winter, summer, spring, autumn, seasons.</p>

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 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.

History Curriculum Overview

	Autumn	Spring	Summer
EYFS	All about Me	Plants and Animals And The World Around Me	Explorers and adventurers
Year 1	Toys Through Time	Captain Scott of the Antarctic	Development of Communication through time
Year 2	Great Fire of London: how did this happen?	Flight: Amy Johnson- Flight in general	History of Lightcliffe (Local Study)
Year 3	Stone Age- changes in Britain from the Stone Age to the Iron Age	Tudors: How has Monarchy Changed Between Then and Now?	The Lost Civilisation of the Indus Valley
Year 4	Roman Empire- the Roman Empire and its impact on Britain-Julius Caesar/Claudius and Boudica	Anglo Saxons/Vikings- The Viking and Anglo-Saxon struggle for the Kingdom of England	Ancient Egypt: Where did the earliest civilisation emerge? What were the achievements of Ancient Egypt?
Year 5	WW1: the contribution of the local community in WWI, including the cause of WWI, the role of women and the impact of the war on children.	The Victorians: Life and Developments in the Victorian Age	Ancient Greece and its Legacy
Year 6	Black and British: the important role black people have played in Britain's history.	Golden Age of Islam- a non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. AD 900-compare to Vikings in Europe at the time.	Beyond Face Value (Thematic Unit): developing big picture overviews of topics which help pupils to appreciate the long arc of history.

Unit Overviews

LINKS TO PRIOR LEARNING

The "Communication Then and Now" unit builds directly on pupils' prior learning in EYFS, where they explored familiar people, routines, and changes over time through storytelling and discussion. It extends their understanding of chronology by sequencing communication methods and placing key inventions like the printing press and internet on a timeline. Pupils apply vocabulary such as "past," "present," and "modern," first introduced in the "Toys Through Time" unit, to describe technological change. They also build on their knowledge of significant individuals, such as William Caxton and Tim Berners-Lee, reinforcing skills developed in the "Captain Scott" unit, where they examined historical figures and their impact. This unit strengthens pupils' ability to compare sources, ask questions, and understand how communication has evolved to become faster and more inclusive. These foundations prepare them for future studies of innovation and exploration in Year 2 and beyond.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 1: Communication Then and Now	<ul style="list-style-type: none"> Understand that communication has changed over time. Know about early forms of communication (e.g., cave paintings, hieroglyphs). Learn about the invention of the printing press and its impact. Understand how the telephone and internet changed how we share information. Recognise key individuals: William Caxton and Tim Berners-Lee. 	<ul style="list-style-type: none"> -Place key communication inventions (e.g., printing press, telephone, internet) on a timeline. -Recognise that some forms of communication are older than others. -Identify changes over time using visual clues (e.g., comparing old and new phones). -Understand that history is divided into periods (e.g., past, present, long ago). -Use chronological vocabulary confidently: long ago, modern, recent, century, decade. -Sequence personal events (e.g., how they communicate now vs how grandparents did). -Begin to understand overlapping timelines (e.g., letters still used today but invented long ago). 	<ul style="list-style-type: none"> -Identify how communication methods have changed and why. -Understand the significance of inventions like the printing press and the internet. -Recognise the impact of communication on people's lives. -Compare the impact of different inventions on society (e.g., printing press vs internet). -Understand that historical figures (e.g., Tim Berners-Lee) made lasting contributions. -Discuss how communication has become faster and more inclusive over time. 	<ul style="list-style-type: none"> -Use artefacts, images, and stories to learn about past communication. -Ask and answer questions about how and why communication has changed. -Compare sources to understand different time periods. 	<ul style="list-style-type: none"> -Communication -Past / Present -Printing press -Telegram -Telephone -Internet -Sign language -Timeline -Invention -Change

	<ul style="list-style-type: none"> Know that British Sign Language is a form of communication. 				
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LINKS TO PRIOR LEARNING

Pupils build on their understanding of significant individuals by learning about Captain Scott's expedition and the challenges he faced. This unit introduces the idea of exploration and perseverance, while also encouraging pupils to consider different perspectives on historical figures. It reinforces sequencing and comparison skills and prepares pupils for future studies of explorers and global history, such as Amy Johnson and the Wright brothers in Year 2.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 1: Captain Scott of the Antarctic	<ul style="list-style-type: none"> -To know that Captain Scott was an heroic explorer of the Antarctic who reached the South Pole in 1912, but was beaten to it by the Norwegian, Amundsen. -To know how Scott got to the South Pole. -To know why Scott did not get to the South Pole first. -To know that he became a hero in Britain after he died. -To know that the expedition was famous for helping us understand this land and wildlife living there. 	Use words like long ago, in the past	Retell an important historical event that happened in the past To know how Scott managed to get to the South Pole and what happened when he got there. To know how Scott was viewed in 1912 and how that contrasts with how he is viewed today.	Answer questions using an artefact/ photograph Photos and diary extracts used. Select sources which provide evidence for historical statements Find out more about a famous person from the past and carry out some research on him or her	Amundsen Antarctic Expedition Frostbite Polar Sledge Huskies

LINKS TO PRIOR LEARNING

This unit helps pupils understand change within living memory by comparing toys from different generations. Building on their EYFS experiences of discussing familiar objects and routines, pupils begin to use historical vocabulary to describe and sequence artefacts. They also develop their enquiry skills by asking questions about how and why toys have changed, which supports later studies of technological change and social history.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 1: Toys Through Time	<ul style="list-style-type: none"> -To know what our toys are like today in comparison with toys in the past. -To know how toys change for children as children get older. -To know how a toy is older or more contemporary -To know that the earliest toys were made by hand, then machines. -To know who would have played with certain toys from the past and why. 	<p>Understand that some objects are old and were made in the past Can put items in chronological order</p> <p>To identify some old and new toys To order them grandma's, mum's and mine.</p> <p>To use appropriate language to use when talking about toys from the past.</p>	<p>Understands the difference between old and new objects.</p> <p>To understand the difference between toys grandparents played with and those played with by children now.</p>	<p>Can ask and answer questions about old and new objects</p> <p>To know how toys from the past and present are the same and different.</p>	<p>Electronic Modern Plastic Wooden Worn Rough Faded Broken Technically</p>

LINKS TO PRIOR LEARNING

Building on Year 1's work on national events and significant individuals, this unit introduces pupils to the use of primary sources, such as Samuel Pepys' diary. Pupils explore cause and consequence in greater depth, understanding how the fire started, why it spread, and how it changed London. This unit strengthens their chronological understanding and prepares them for more complex studies of urban development and public health in the Victorian era.

	Substantive Knowledge	Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 2: The Great Fire of London	<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</i>, <i>present</i>, <i>then</i>, <i>now</i>, <i>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

This unit continues the theme of significant individuals and technological innovation. Pupils compare early flight with modern aviation, building on their understanding of change over time from the Toys unit. They also begin to conduct simple research and use sources to answer questions, laying the groundwork for more independent enquiry in Key Stage 2.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 2: Flight: The Wright Brothers	<ul style="list-style-type: none"> -To know that the Wright brothers finally enabled people to fly in 1903. -To know how the Wright brothers achieved this feat. - 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. 	<ul style="list-style-type: none"> - Use a timeline to sequence 4 processes/ events in the life of the Wright brothers. -To effectively use terms such as: first, next, then, before, after, old, new correctly. -Effectively describe the key events around the Wright brothers achievements. 	<ul style="list-style-type: none"> -Begin to identify differences between planes from the past and planes today in order to explain how the Wright brothers' 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. 	Glider Aeroplane Transport Inventor Pilot Pioneer Solo

LINKS TO PRIOR LEARNING

Pupils connect national history to their local context by exploring the development of Lightcliffe and its significance during the Victorian era. This unit builds on their understanding of change over time and introduces the concept of local heritage. It also reinforces the use of sources and artefacts to investigate the past, preparing pupils for more detailed local studies in Year 5 and thematic comparisons in Year 6.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 2: A Local Study- History of Lightcliffe	<ul style="list-style-type: none"> -To know when school was opened -To know the main jobs and areas of historical interest in the immediate local area. -To know how the area developed throughout the Victorian era. -To know how buildings and the village of Lightcliffe has changed over time. 	<ul style="list-style-type: none"> -Order a set of objects/ images relating to the Lightcliffe in the past moving forward to present day. -Understand the difference between things that happened in the past in Lightcliffe and how it is the same/ different now. 	<ul style="list-style-type: none"> -Identify key historical objects/ images from Lightcliffe at the time the school was opened. -Give examples of how their school life at Lightcliffe differs today from the Victorian period. -Recount key historical facts Lightcliffe and the school in the Victorian era. 	<ul style="list-style-type: none"> -Ask and answer questions about new and old objects and photographic sources. -Give a plausible explanation for what objects were used for in the past. 	Lightcliffe Calderdale Victorian School Industrial
	<p>Deeper Learning: To know about historically important people and events in the local areas at the time the school was built.</p>				

LINKS TO PRIOR LEARNING

Pupils transition from historical to prehistorical times, expanding their chronological understanding and introducing the concept of archaeology. This unit builds on their sequencing skills and introduces the idea of evidence-based interpretation. Pupils explore how early humans lived, how societies developed, and how we know about the distant past, preparing them for future studies of ancient civilisations and historical change.

Substantive Knowledge		Disciplinary Knowledge			
		Chronology	Knowledge and understanding of historical events	Historical enquiry	Vocabulary
Year 3: Stone Age-changes in Britain from the Stone Age to the Iron Age.	<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. 	<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
	<p>Deeper Learning: Evaluate which era you have studied involved the most important changes and why.</p>				

LINKS TO PRIOR LEARNING

Building on Year 1's introduction to monarchy and Year 2's study of national events, this unit explores the reigns of Henry VIII and Elizabeth I. Pupils compare Tudor society with modern Britain and examine the causes and consequences of major events such as the Break with Rome. This unit deepens their understanding of political and religious change and prepares them for further studies of monarchy and empire.

Substantive Knowledge		Disciplinary Knowledge			
		Chronology	Knowledge and understanding of historical events	Historical enquiry	Vocabulary
Year 3: Tudors: How has Monarchy changed between then and now?	<ul style="list-style-type: none">-To know the key characteristics of Henry VIII-To know what life was like under the rule of Henry VIII-To know why Henry VIII decided to 'Break with Rome'.-To know what the key characteristics of Elizabeth I were.-To know how the Spanish Armada were defeated under Elizabeth I's rule.-To know the differences between the above monarch's and their times with that of Queen Elizabeth II. <p>Deeper Learning: Evaluate the most effective ruler of the three above and give evidence as to who this is and why.</p>	<ul style="list-style-type: none">- Sequence significant events during each monarch's rule on a timeline.-Discuss the significance of these events.-Understand BC and AD and place the Tudors on a timeline, adding in other time periods studied also in order to appreciate chronology.-Understand and use the vocabulary <i>ancient, century and decade</i>.	<p>Describe similarities and differences between each monarch using evidence and sources.</p> <ul style="list-style-type: none">-Give reasons for the 'break with Rome' and the defeat of the Spanish Armada' supported by evidence and sources.-Use evidence to understand how society was different in Tudor times to Roman times; and to the times under Queen Elizabeth II's rule.	<ul style="list-style-type: none">- Gather evidence of Tudor England through the use of sources; comparing this to the England of today and the England of 1666 (Great Fire of London).-Using sources and evidence, understand, compare and contrast the similarities and differences between the rule of Henry VIII, Elizabeth I and Elizabeth II.	<ul style="list-style-type: none">-Tudor-King-Queen-Rome-Catholic-Monarch-Protestant-Modern-Contemporary-Comparison-Contrast-Armada-Sir Frances Drake

LINKS TO PRIOR LEARNING

This unit introduces pupils to a non-European ancient civilisation, building on their archaeological enquiry skills from the Stone Age unit. Pupils explore the features of the Indus Valley, including urban planning, trade, and environmental challenges. They begin to compare civilisations across time and geography, developing a broader understanding of global history and preparing for studies of Ancient Egypt and the Islamic Golden Age.

	Substantive Knowledge	Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 3: The Lost Civilisation of the Indus Valley	<ul style="list-style-type: none"> -To know when people started living in the cities in the Indus Valley -To know how archaeology allowed us to learn about the past -To know the importance of the Indus Valley and other early civilisations -To know how the environment affects the survival of archaeological evidence. -To know that descriptions can be interpretations and to distinguish facts from opinion, or interpretation 	<ul style="list-style-type: none"> -Sequence significant events and developments, including the rise of the Indus Valley cities, on a timeline. -Understand and use the terms BC and AD to place the Indus Valley and other early civilisations in time. -Recognise that the Indus Valley existed before other periods they may study (e.g., Romans or Tudors). -Use vocabulary such as ancient, civilisation, millennia, century, and decade to describe the passage of time. -Identify that the Indus Valley existed around 2500 BC, 	<ul style="list-style-type: none"> -Describe key features of life in the Indus Valley (e.g., planned cities, trade, sanitation). -Understand how the Indus Valley civilisation compares to other early civilisations. -Recognise how geography (e.g. rivers, flooding) supported the growth of the civilisation. -Understand how environmental changes may have contributed to the civilisation's decline. -Begin to understand that we know less about some ancient civilisations due to gaps in evidence. 	<ul style="list-style-type: none"> -Use archaeological sources (e.g., artefacts, ruins, seals) to ask and answer questions about the Indus Valley. -Understand that archaeologists interpret evidence to build understanding of the past. -Recognise that some interpretations may differ and that evidence can be incomplete or biased. -Begin to distinguish between fact and opinion when looking at evidence or historical accounts. 	<ul style="list-style-type: none"> Indus Valley Archaeology Artefact Interpretation Evidence Ancient civilisation River Trade Excavation

		alongside civilisations like Ancient Egypt and Mesopotamia.		-Compare sources and begin to discuss how reliable they might be.	
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LINKS TO PRIOR LEARNING

This unit builds directly on Year 3's study of the Stone Age to Iron Age and introduces pupils to the concept of empire and its long-lasting influence. Pupils explore how the Romans invaded and settled in Britain, comparing Roman and Celtic ways of life. They develop their understanding of continuity and change by examining how Roman innovations, such as roads and architecture, still impact modern Britain. The use of timelines is deepened as pupils place Roman Britain in the broader context of ancient history, alongside the Indus Valley and early British societies. This unit also strengthens pupils' ability to use and evaluate sources, including archaeological evidence, and prepares them for further studies of invasion and settlement in the Anglo-Saxon and Viking periods.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 4: Roman Empire- the Roman Empire and its impact on Britain.	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -Romans -BC -AD -Celts -Hadrian's Wall -Claudius -Caesar -Boudicca -Emperor -Settlement -Revolt -Invasion -Legion -Centurion

		-Understand and use the vocabulary <i>ancient, century and decade.</i>			
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LINKS TO PRIOR LEARNING

Building on their understanding of Roman Britain, pupils now explore the power struggles that followed the Roman withdrawal. This unit introduces the Anglo-Saxon and Viking invasions, allowing pupils to compare different groups who shaped early medieval Britain. Pupils examine how society, religion, and governance changed during this time, reinforcing their understanding of continuity and change. They also begin to explore the complexity of historical narratives by analysing different perspectives and sources. This unit prepares pupils for future studies of monarchy and conflict and supports their growing ability to evaluate the reliability and purpose of historical evidence.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 4: Anglo Saxons/Vikings- The Viking and Anglo-Saxon struggle for the Kingdom of England	<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 one reason to support an argument, using evidence and sources. 	Invasion Settlement Migration Immigration Kingdom Burial Society Culture Monk Christian Pagan

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LINKS TO PRIOR LEARNING

This unit revisits and extends pupils' understanding of ancient civilisations, building on their studies of the Indus Valley and Stone Age societies. Pupils explore the achievements of Ancient Egypt, including writing, architecture, and beliefs about the afterlife. They compare Egyptian society with concurrent civilisations and begin to understand how geography, influenced development. This unit deepens pupils' chronological understanding by placing Ancient Egypt alongside other ancient societies and introduces the idea of concurrent historical developments. Pupils also refine their enquiry skills by using a range of sources to investigate life in Ancient Egypt, preparing them for more complex comparative studies in Year 5 and 6.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 4: Ancient Egypt: Where did the earliest civilisation emerge? What were the achievements of Ancient Egypt?	<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. 	<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. 	<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
	<p>Deeper Learning: Analyse in detail how life was different in two concurrent</p>				

	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.	using sources, artefacts and evidence. -Understand how some historical events occurred concurrently, i.e. Ancient Egypt and the Stone Age to Iron Age.			-Afterlife -Gods -BC -AD
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LINKS TO PRIOR LEARNING

This unit builds on pupils' prior understanding of national events and local history, particularly from the Year 2 Lightcliffe study and Year 4's exploration of societal change. Pupils now examine the global impact of World War I, with a focus on how it affected their local community. They explore the causes of the war, the role of soldiers, and the contributions of women and children, deepening their understanding of how historical events shape everyday lives. This unit introduces the concept of remembrance and legacy, encouraging pupils to reflect on how the past is commemorated and interpreted today. It also strengthens their ability to use a range of primary and secondary sources, including letters, photographs, and memorials, to build a nuanced picture of the past. This prepares them for more complex thematic studies in Year 6, where they will explore underrepresented narratives and global perspectives.

Substantive Knowledge		Disciplinary Knowledge			
		Chronology	Knowledge and understanding of historical events	Historical enquiry	Vocabulary
Year 5: WW1: the contribution of the local community in WWI, including the cause of WWI, the role of women and the impact of	-To know the causes of World War 1 -To know about the life of a soldier in WWI -To know about the role of local women throughout WWI -To know how WWI impacted the lived of children locally -To know how WWI is commemorated and why this is important still today; understanding the legacy and lasting impact of WWI on Britain.	-Sequence key events in WWI (1914-1918) and locate WWI in relation to other key time periods studied (e.g. Tudors, Victorians, WWII). -Understand and use historical vocabulary related to time: 20th century, modern era, decade, century, conflict. -Place significant events and turning points of the war (e.g. assassination of Archduke Franz Ferdinand, Battle of the	Explain the main causes of WWI, including alliances, militarism, empire, and nationalism. -Describe the daily life and challenges faced by soldiers (trenches, conditions, letters home). -Understand the roles of local women in WWI (e.g., working in munitions factories, farming, nursing). -Explore how the lives of children changed locally due to the war (e.g., evacuation, work, loss of family members). -Understand the short- and long-term impact of WWI on local	-Ask and answer historical questions about Lightcliffe during WWI using a range of sources (e.g. war memorials, census data, photographs, letters, newspaper archives). -Use primary sources (letters, service records, artefacts) to explore individual experiences of war. -Begin to understand the difference between first-hand evidence and interpretation, and identify bias or	World War I Conflict Alliance Trench Armistice Memorial Commemoration Legacy Soldier Civilians Munitions Home front Propaganda Evidence Perspective Impact

the war on children.		<p>Somme, Armistice) on a timeline.</p> <ul style="list-style-type: none"> -Recognise that events of global significance had local impact, including in Lightcliffe. -Understand that commemoration today links present to past through acts of remembrance and historical legacy. 	<p>families, communities, and national identity.</p> <ul style="list-style-type: none"> -Learn how WWI is remembered locally (e.g. Lightcliffe war memorial, Remembrance Day, local names on rolls of honour). 	<p>perspective in historical accounts.</p> <ul style="list-style-type: none"> -Compare local and national experiences to explore similarities and differences. <p>Evaluate how and why certain people/events are remembered, and others are not.</p> <ul style="list-style-type: none"> -Reflect on how remembrance shapes our understanding of the past today. 	
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LINKS TO PRIOR LEARNING

Building on earlier studies of the Industrial Revolution and local Victorian history in Year 2, this unit provides a deeper exploration of life during Queen Victoria's reign. Pupils examine the impact of industrialisation, technological innovation, and social reform on different groups in society, particularly children. They explore how laws and inventions changed education, work, and living conditions, and how the British Empire influenced life both in Britain and abroad. This unit reinforces pupils' understanding of continuity and change, cause and consequence, and the use of historical evidence. It also encourages them to compare the experiences of different social classes and to consider how historical interpretations can vary. These skills are essential for the thematic and comparative work they will undertake in Year 6.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 5: The Victorians- life and developments in the Victorian Age	<ul style="list-style-type: none"> -To know when the Victorian era took place and who Queen Victoria was. -To know what life was like for different groups in Victorian society, especially children. -To know how industrialisation and inventions changed where and how people lived and worked. -To know how laws and reforms changed education, work, and living conditions. -To know the significance of the British Empire and how it affected life in Britain and overseas. 	<ul style="list-style-type: none"> -Place the Victorian period (1837–1901) on a timeline and identify its position in relation to other periods studied. -Sequence key events from the Victorian era, including Queen Victoria's reign, the Industrial Revolution, and key reforms. -Use historical vocabulary: century, decade, era, chronological order, monarch, and reign. 	<ul style="list-style-type: none"> -Describe what life was like for children in different social classes, including those in factories, schools, and workhouses. -Explain how the Industrial Revolution changed working and living conditions. -Understand how inventions (e.g., steam engines, telegraphs) shaped modern Britain. -Identify how public health, education, and reform laws developed in response to poor conditions. -Understand the role and impact of the British Empire, including the views of Victorians and those they ruled. 	<ul style="list-style-type: none"> -Use a range of sources (photographs, census records, newspaper articles, diaries, artefacts) to explore daily life in Victorian Britain. -Ask and answer questions such as "What was it like to be a poor child in Victorian times?" or "Why were workhouses created?" -Identify the reliability of sources, considering purpose, audience, and viewpoint (e.g., 	<p>Victorian Industrial Revolution Factory Urbanisation Workhouse Invention Empire Reform Child labour Education Social class Sanitation Source Evidence Interpretation</p>

		-Identify the length of Queen Victoria's reign and the significant social, economic, and technological changes that occurred across it. -Understand that some changes were gradual while others were rapid, and place them within a clear historical sequence.	-Make comparisons between Victorian and modern schooling, technology, and social attitudes.	reformers vs government). -Compare the experiences of different groups, including the rich and poor, men and women, adults and children. -Recognise how interpretations of Victorian life can vary depending on the evidence used (e.g., literature vs records).	
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LINKS TO PRIOR LEARNING

This unit builds on pupils' knowledge of ancient civilisations such as the Indus Valley and Ancient Egypt, and introduces them to the cultural, political, and intellectual achievements of Ancient Greece. Pupils explore how Greek ideas about democracy, philosophy, and the arts have influenced modern society. They compare life in different Greek city-states and examine how historical evidence, including myths, artefacts, and architecture, helps us understand the past. This unit strengthens pupils' ability to identify continuity and change across time and to evaluate the significance of historical developments. It also prepares them for Year 6 studies of non-European civilisations and thematic overviews by encouraging them to think critically about legacy and influence across cultures and eras.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 5: Ancient Greece and its Legacy	-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).	-Order significant events, movements and dates in Ancient Greece. -Determine the most significant moments and place these specific events on a timeline by date.	-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.	-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.	-Acropolis -City State -Democracy -Parthenon -Helot -Hoplite -Athens -Culture -Art -Olympics -Mythology -Gods.

	<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>	<p>-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.</p>		<p>-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.</p>	
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LINKS TO PRIOR LEARNING

Building on their studies of Ancient Egypt and the Indus Valley, pupils now explore a non-European civilisation that flourished during the early medieval period. They examine the cultural, scientific, and intellectual achievements of the Islamic world, particularly in Baghdad around AD 900. Pupils compare this civilisation with others studied, such as the Vikings and Anglo-Saxons, and consider how knowledge and ideas were exchanged across cultures. This unit deepens their understanding of global history and reinforces key concepts such as continuity and change, significance, and the use of evidence. It also challenges Eurocentric narratives and prepares pupils for thematic comparisons in their final unit.

Substantive Knowledge		Disciplinary Knowledge			
		<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 6: The Early Islamic Civilisation: why is it known as the 'Golden Age'?	<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 loves today. 	<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 	<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. 	<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 	<ul style="list-style-type: none"> -Islam -Baghdad -Golden Age -Merchants -Trade -Soldier -Caliph -House of Wisdom -Islamic Empire -Mosque -Allah

	Deeper Learning: Consider the main similarities and differences between two non-European civilisations (Ancient Baghdad and Ancient Egypt)	dates in ancient Islam on a timeline.	-Make links between features of past societies.	Islam on society today.	
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LINKS TO PRIOR LEARNING					
This culminating unit consolidates much of pupils’ historical learning across all key stages. Pupils revisit and connect key events, civilisations, and themes, such as empire, innovation, conflict, and social change. They use timelines to compare developments across different periods and regions, and explore how historians use sources and interpretations to construct narratives. This unit encourages pupils to think critically about how history is recorded and remembered, and to appreciate the complexity and how many historic events are connected. It provides an opportunity for pupils to demonstrate their understanding of historical concepts and skills, and to reflect on how their learning has shaped their view of the world.					
Substantive Knowledge		Disciplinary Knowledge			
		Chronology	Knowledge and understanding of historical events	Historical enquiry	Vocabulary
Year 6: Beyond Face Value: appreciating the long arc of	-To know how-chronology helps historians track how and why events happened and how different time periods connect. -To know that while one society may be advancing, another may be declining (e.g., as the Roman Empire fell, the Anglo-Saxons were settling in Britain).	-Refer to dates and use historical chronological language when looking at sources from different periods	-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.	-Appreciate how historical artefacts have helped us understand about British lives in the past. -Placing events from different civilisations	Chronology Era / Period Cause & Consequence Empire / Civilisation Primary Source / Secondary Source

History (Thematic Unit)	<ul style="list-style-type: none"> -To know the major historical developments, such as inventions, wars, trade, and exploration, often happen in different parts of the world at the same time. -To know that some events have long-term consequences that shape future societies (e.g., the Industrial Revolution's impact on modern cities). -To know that historians use timelines, sources, and interpretations to understand the past, but different perspectives can lead to different conclusions. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Discuss similarities and differences between different periods of history. - Recognising how bias and interpretation influence how history is recorded. 	<ul style="list-style-type: none"> 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. 	Historical Interpretation Simultaneous Events Continuity & Change Significance Perspective & Bias
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LINKS TO PRIOR LEARNING

This thematic unit draws together pupils' prior learning about empire, war, and civil rights, and introduces them to the often-overlooked contributions of Black individuals in British history. Pupils explore the impact of the transatlantic slave trade, and the experiences of Black Britons during and after World War II. They examine how these stories have been recorded, remembered, or omitted, developing their understanding of historical interpretation and bias. This unit encourages pupils to think critically about representation and to use a wide range of sources to build a more inclusive historical narrative. It aims to provide pupils with a deeper appreciation around diversity in history.

Substantive Knowledge	Disciplinary Knowledge			
	<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>	<i>Vocabulary</i>
Year 6: 'Black and British': What part have black people played in British history? (Thematic)	<ul style="list-style-type: none"> -Order significant events, movements and dates for black people over the course of the areas of British history studied. -Place these specific events of black British history on a timeline by date and comment on 	<ul style="list-style-type: none"> -Recognise and describe change and continuity across these periods of history for black British people. -Give specific examples of how the major events and actions of black historical figures across history have impacted aspects of British society. - Recognise and describe change and continuity across periods of history. 	<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 	<ul style="list-style-type: none"> -Immigrant -Windrush -Racism -Prejudice - Discrimination -Impact -Africa -Caribbean -Slavery/ Slave Trade -Influence -Culture

	<p>-To know to what extent life has improved for black people in Britain over the last 60 years.</p> <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>	<p>any progress made.</p> <p>-Identify and compare changes over these historic periods.</p> <p>- Place features of historical events and people from past societies and periods in a chronological framework.</p>	<p>- To understand how Empire has contributed to and been affected by historical events</p>	<p>and see how they differ.</p> <p>-Give reasons as to why there may be different accounts of History.</p>	
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