



Reception				
Understanding the World ELG: Past and Present	Children at the expected level of development will: <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. 			
ELG: People, Culture and Communities.	Children at the expected level of development will: <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. 			
Chronology	Concepts	Interpretation	Enquiry	Communication
<ul style="list-style-type: none"> • To discuss the lives of the people around me/different roles in society. • To organise daily events in chronological order. • To consider changes that have happened to me since I was born. • To recognise significant dates, (i.e. birthday). • To discuss some similarities and differences between things in the past and now, drawing on my experiences 	<ul style="list-style-type: none"> • To understand who is in my family and that not all families look the same. • To understand that people have different festivities and special occasions. • To understand there are a range of people and roles within the community who help us in different ways. • To recognise that things were different in the past. 	<ul style="list-style-type: none"> • To describe my immediate environment using knowledge from observation, discussion, stories and non-fiction texts. • To explore books, photographs, videos and songs/rhymes that link to past. • To understand and begin using vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain? 	<ul style="list-style-type: none"> • To begin making comments about what I have learnt and asking questions to make sure I understand. • To ask questions of enquiry to familiar adults, to extend our understanding of the past. • To curiously explore a range of different objects, events and people. • To discuss life in the past, comparing it to our present day through observation. 	<ul style="list-style-type: none"> • To be able to share photographs and personal memories with our friends or adults. • To begin to use key vocabulary (linked in previous sections) to discuss the past, i.e. yesterday, last week, at the weekend, this morning, last night. • To express their ideas and feelings about their experiences using full sentences, including use of



<ul style="list-style-type: none"> and what has been read in class. To understand and begin using vocabulary such as: yesterday, last week, at the weekend, this morning, last night. 	<ul style="list-style-type: none"> To answer how and why questions in response to stories or events. 		<ul style="list-style-type: none"> To understand and begin to use vocabulary such as: how, why, because, find out, I wonder what/if/when/why? 	<ul style="list-style-type: none"> past, present and future tenses. To be able to recall some facts that they have learned from books or photographs. To represent experiences in play.
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Knowledge

<u>Autumn 1</u> <u>All About Me</u>	<u>Autumn 2</u> <u>Celebrations and the Autumn Season</u>	<u>Spring 1</u> <u>People who help us</u>	<u>Spring 2</u> <u>Wonderful wildlife</u>	<u>Summer 1</u> <u>Traditional Tales</u>	<u>Summer 2</u> <u>Explorers!</u>
<p>Exploring personal/old items, including in the home role-play area.</p> <p>Learning about and exploring our local area.</p> <p>Sharing memories from our life before school.</p> <p>Discussing important events/celebrations that are important to us.</p>	<p>Discussing the changing seasons and signs of autumn (nature walk).</p> <p>Recognising similarities and differences between life in this country and other countries (e.g. celebrations around the world)</p>	<p>Talking about different roles in our community.</p> <p>Discussing special equipment and resources needed in different occupations.</p> <p>Continuing to develop positive attitudes about the differences between people.</p>	<p>Discussing the past, present and future (e.g. their own or others' experiences of growing up; plant growth)</p> <p>Exploring outdoor environments (e.g. farm visit, nature walk)</p> <p>Planting and Investigation of plant growth (i.e. cress heads, beanstalks).</p> <p>Exploring past wildlife, i.e. Dinosaurs!</p>	<p>Knowing some similarities/differences between things in the past and now by exploring a range of different stories.</p> <p>Exploring historical places/buildings often seen in traditional tales (i.e. Castles/Tower of London).</p> <p>To explore the Royal Family and how this has changed over time.</p>	<p>Using maps, stories and technology to explore the wider world around us.</p> <p>Comparing transport now, to transport used in the past.</p> <p>Exploring new discoveries within space and under the sea!</p> <p>Learning about Pirates and what their lives used to be like.</p>

Vocabulary



Family, Mum, Dad, Brother, Sister, House, Siblings, Grown up/adult, Local area, Office, House, Flats, Home, Park, Shop, Road, Old, New, Community, Yesterday, Next, Tomorrow, Today, Past.	Celebrate/Celebration, Festival, Eid, Hanukah, Diwali, Bonfire Night, Christmas, Religion. Hibernate, Animals, Seasons, Rainbow, Cloud, Rain, Snow, Hail, Wind, Storm, Sun, Ice, Winter, Spring, Summer, Autumn.	A range of jobs: i.e., Firefighter, Police, Jobs, Teacher, Nurse, Doctor. Equipment used by different jobs: i.e. stethoscope, hose, radios.	Care, Change, Taller, Bigger, Smaller, Wider, Growing, Measure, Healthy, Seeds, Roots, Shoots, Fossils.	London, River Thames, Buckingham Palace, Big Ben, Tower of London, London Eye.	World, Land, Sea, Map, Globe, Space, Planets, Rockets, Spaceship, Ocean, River, Sea, Barrier reef, Transport, Travel, Distance.
Continuous Provision					
<ul style="list-style-type: none"> Home corner and cooking equipment. Visual timetable Sensory play – different food items, i.e. four, cereals, rice. Small world resources/doll houses. Babies – bath time/teeth brushing/getting them ready for their day. Creating family portraits. Junk modelling – building our homes. Mud kitchen – different recipe cards. 	<ul style="list-style-type: none"> Reception Bonfire at the garden. Mixed media firework creations Linked stories, i.e. Rama and Sita. Lantern making. Exploring natural items – i.e. conkers, cutting open pumpkins. Celebration card making Wreath making Sensory snow tray Tree decorating 	<ul style="list-style-type: none"> Small and large scale construction projects, i.e. creating emergency vehicles. Fingerprinting Themed role play area, i.e. police station, hospital. Linked costumes, i.e. doctors coat/kit/mask. Opportunities to creating equipment – i.e. pipe cleaner/material stethoscopes. 	<ul style="list-style-type: none"> Butterfly creations – exploring symmetry with paint Exploring life cycles – hatching chicks, observing caterpillars changing into butterflies. Cress heads Planting seeds in our outdoor area Fossil digging Dinosaur cookie making Dinosaur Dens 	<ul style="list-style-type: none"> Exploring letters and postcards Beanstalk growing Bridge construction Exploring different materials – Three Little Pigs Castle role play Knight costumes and linked equipment/Kings and Queens Costumes Crown making Story sequencing cards 	<ul style="list-style-type: none"> Train tracks and a range of small world vehicles Ticket making/exploration of travel cards Car wash station – water exploration Torn paper planet creations Space small world Dark den – light exploration Walk the plank Map creations Wooden boats



The Belham Primary School

History Progression



Year 1

Chronology	Concepts	Interpretation	Enquiry	Communication
<p><i>Pupils should develop an awareness of the past.</i></p> <p><i>They should know where the people and events they study fit within a chronological framework.</i></p> <ul style="list-style-type: none"> Sequence events in my life. Sequence 3 or 4 artefacts from different periods of time. Match objects to people of different ages. Describe memories and changes that have happened in my own life. 	<p><i>Pupils should identify similarities and differences between ways of life in different periods.</i></p> <p><i>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</i></p> <ul style="list-style-type: none"> Recognise some similarities and differences between the past and the present Recount parts of stories and significant events in history. Describe significant individuals from the past. 	<p><i>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <ul style="list-style-type: none"> Compare two versions of a past event. Observe and use pictures, photographs and artefacts to find out about the past. Begin to use stories or accounts to distinguish between fact and fiction. 	<p><i>Children should ask and answer questions using other sources to show that they understand key features of events.</i></p> <ul style="list-style-type: none"> Use evidence to ask simple questions about the past. Use evidence to find answers to simple questions about the past on the basis of simple observations. Choose and select evidence and say how it can be used to find out about the past. 	<ul style="list-style-type: none"> Show an understanding of historical terms, to show the passing of time e.g. here, now, then, yesterday, last week, last year, x years ago, a long time ago, Historical vocab: change, explorer, local, oral history, past, present, Talk, write and draw about things from the past; Use historical vocabulary to retell simple stories about the past; Use drama/role play to communicate their knowledge about the past.



Knowledge				
My Past	The Great Fire of London		Great Explorers Case Study: Mae Jemison	



<p>1. What are toys like now?</p> <p>Identify some of the most important things about modern schools.</p> <p>2. What were toys like when our parents were children?</p> <p>Compare photographs of schools at the time of their parents or beyond.</p> <p>3. Were toys different for our grandparents?</p> <p>Identify key features of schools for 3 different times, use different sources to find out about the past (photos, books, old textbooks)</p> <p>4. How different were toys 100 years ago?</p> <p>Show date on a timeline & compare to parents/grandparents. Show life locally. Look at different sources</p> <p>5. Compare the similarities and differences between toys in the past and today.</p>	<p>1. What was Stuart London like?</p> <p>Identify characteristics of Tudor London/England. Address misconception that Tudor England was only white.</p> <p>2. What happened on 2nd Sep. 1666?</p> <p>Show an understanding that the past has been interpreted in different ways by looking at differing sources.</p> <p>3. What did people do first?</p> <p>Use sources to find cause and effect to explain the reasons why people in the past made the choices they did.</p> <p>4. What was left of London?</p> <p>Select and combine information from different sources to show what London was like after the fire.</p> <p>5. What did the King do to make London better?</p> <p>Identify the changes that the king made and their impact.</p>	<p>1. Who was Mae Jemison?</p> <p>Questions for her- What do they notice? When did they live? What did she do?</p> <p>2. Why is she remembered?</p> <p>Recount the significant events in the life of Mae Jemison</p> <p>3. What were some of the key features of the society where she lived?</p> <p>4. How do we know about Mae Jemison?</p> <p>5. Compare to different explorers through time, Amelia Earhart, Christopher Columbus, Mary Kingsley, Tenzing Norgay/Matthew Henson</p>
Vocabulary		



History, past, present, time, today, yesterday, tomorrow, future, here, now, then, last week / month, last year, x years ago, a long time ago, timeline, order, memory, remember, remembrance, anniversary, first / last birth / birthday born young / younger significant famous special modern people event Britain British local national artefact	Bakery, London, River Thames, eye-witness, St Pauls Cathedral, fire-hooks, fire-break, embers, sources, King Charles II, Samuel Pepys, Thomas Farriner		
Diversity			
<ul style="list-style-type: none"> I can study individuals and events from the wider world 			
Significance	Continuity & Change	Cause and Consequence	Similarities and differences
<ul style="list-style-type: none"> Recognise and describe specific times or events for family or friends Understand why a person or event is important 	<ul style="list-style-type: none"> Look closely at similarities and differences, patterns and change. Identify similarities and differences between ways of life at different times. 	<ul style="list-style-type: none"> Question why things have happened and begin to give explanations 	<ul style="list-style-type: none"> identify similarities and differences between myself and others and among families, communities and traditions



Year 2

Chronology

Concepts

Interpretation

Enquiry

Communication



<p><i>Pupils should develop an awareness of the past.</i></p> <p><i>They should know where the people and events they study fit within a chronological framework</i></p> <ul style="list-style-type: none"> • Sequence artefacts closer together in time. • Order dates from earliest to latest on simple timelines. • Sequence pictures from different periods. 	<p><i>Pupils should identify similarities and differences between ways of life in different periods.</i></p> <p><i>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</i></p> <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. • Recount parts of stories and significant events in history. • Understand that there are reasons why people in the past acted in the way that they did. • Describe significant individuals from the past. 	<p><i>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented</i></p> <ul style="list-style-type: none"> • Compare two versions of a past event. • Observe and use pictures, photographs and artefacts to find out about the past. • Begin to use stories or accounts to distinguish between fact and fiction. • Understand that there are different types of evidence and sources that can be used to help represent the past. 	<p><i>Children should ask and answer questions using other sources to show that they understand key features of events.</i></p> <ul style="list-style-type: none"> • Use evidence to ask simple questions about the past. • Use evidence to find answers to simple questions about the past on the basis of simple observations. • Choose and select evidence and say how it can be used to find out about the past. 	<p><i>Pupils can use a wide vocabulary of every day historical terms.</i></p> <ul style="list-style-type: none"> • Show an understanding of historical terms, to show the passing of time eg. here, now, then, yesterday, last week, last year, x years ago, a long time ago, • Historical vocab: change, explorer, local, oral history, past, present, artefact, global significance, slave • Talk, write and draw about things from the past; • Use historical vocabulary to retell simple stories about the past; • Use drama/role play to communicate their knowledge about the past
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Knowledge				
<u>Transport</u>	<u>Marvellous inventions</u>		<u>Golden Age of Aviation</u> Case Study: Bessie Coleman / Hilda Hewlett	



<p>1. How has transport changed since my parents, grandparents and great-grandparents were little?</p> <p>2. When was the car first invented? How have cars changed over time?</p> <p>3. Recognise significant historical events</p> <p>4. Trains - What did the first train look like?</p> <p>Chronology of trains and development (Elijah McCoy – Revolutionised steam engines and railroad industry)</p> <p>5. How have trains changed over time?</p> <p>Compare trains over time and how they have changed.</p>	<p>1. Look at bridges from past to present. Who was Isambard Brunel? Look at Brunel's railways, bridges & Ships Identify differences between ways of life at different times</p> <p>2. Invention of the telephone & its development- Joseph Henry/ Thomas Edison/Shirley Jackson</p> <p>3. Invention of the lightbulb</p> <p>Compare Thomas Edison's work with that of Lewis Howard Latimer. Discuss Kelvin Doe.</p> <p>4. Charles Babbage/Ada Lovelace & Grace Hopper/ Computer programmers. Compare with Alan Turing (TBC). Computer Developments Bill Gates/Phillip Emeagwali</p> <p>5. Other inventions that your class would be interested in learning about. Independent study.</p>	<p>1. A history of flight</p> <p>2. The Wright Brothers</p> <p>3. Who were Bessie Coleman and Hilda Hewlett? What are some of the key features of society when they lived?</p> <p>4. How do we know about these women?</p> <p>5. Why are these women significant? Compare with women pilots today. Could discuss Jessica Cox.</p>
Vocabulary		
Chronology, chronological order, sources, here, now, then, x years ago, a long time ago, past,	Chronology, Chronological, Sources, Inventor, Engineer, Suspension, Railways,	aviation, aircraft, chronology, flight, spacecraft, pilot, Bessie Coleman, The Wright Brothers



present, carriage, Penny Farthing, steam train, steering crank, patent, artefact	Docks, Suspension bridge, Candlestick telephone,		
Diversity			
<ul style="list-style-type: none">• Talk about the role of women and how that has changed throughout history.• Examine different accounts of the same event			
Significance	Continuity & Change	Cause and Consequence	Similarities and differences
<ul style="list-style-type: none">• Talk about who was and what was important in a simple historical account.	<ul style="list-style-type: none">• Identify similarities and differences between ways of life at different times.• Compare and contrast things in the past with my own experiences and life.	<ul style="list-style-type: none">• Discuss why people did things, why events happened and I can start to understand what happened as a result.	<ul style="list-style-type: none">• Make simple observations about different groups of people and events.



Year 3				
Chronology	Concepts	Interpretation	Enquiry	Communication



History Progression

<ul style="list-style-type: none"> • Talk about the role of women and how that changed throughout history • Examine different accounts of the same event 	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> • Note key changes over a period of time and can begin to give reasons for these changes. • Begin to explain how people and events in the past have influenced life today. • Identify key features and events of the time studied. 	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p>Look at more than two versions of the same event of history and identify differences.</p>	<p><i>Children should regularly address historically valid questions about change, cause, similarity and difference and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p>Use a range of sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or key event in the past through careful selection and organisation of relevant historical information.</p> <p>Regularly address and sometimes devise my own questions to find answers about the past.</p> <p>Begin to undertake my own search.</p>	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> • Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms • Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides
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The Belham Primary School

History Progression

Knowledge				



<p><u>Prehistoric Britain</u> <u>Case Study: Case Study Mitochondrial Eve</u></p>	<p><u>Egypt</u></p>	<p><u>The Roman Empire and its impact on Britain</u> <u>Case Study: Ivory Bangle Lady</u></p>
<p>1. Chronology – Basic timeline of Stone Age to Iron Age</p> <p>Discuss where human history starts: Mitochondrial Eve</p> <p>2. Palaeolithic civilisation (Hunter Gatherers)</p> <p>Talk about Cheddar Man as an example of a mesolithic hunter gatherer</p> <p>3. Mesolithic to Neolithic civilisation (Farmers)</p> <p>New farmers, who came from the mainland of Europe, amounted to 20% of the British population –Impact of migration. Were they healthier with the advent of farming?</p>	<p>1. Chronology – how did life compare to that of the Bronze Age Britain?</p> <p>2. Beliefs, religion etc. How do we know about the Egyptians?</p> <p>3. Social structures</p> <p>Explore what the rights of women were like in Ancient Egypt.</p> <p>4. Pharaohs- Discuss female pharaohs within this e.g. Cleopatra</p> <p>5. Understand the expansion of the Egyptian Empire: Nubia, Upper and Lower Egypt.</p> <p>6. Trade and The Nile</p>	<p>1. Chronology - Understand how the Roman Empire emerged and expanded. Look briefly at where the people of Rome originated from (Immigrants and refugees)</p> <p>2. Why did Julius Caesar invade Britain in 55BCE? What happened after?</p> <p>Discuss the response from the Celts.</p> <p>3. Boudicca's rebellion</p> <p>Was invasion a conquest seldom accepted unconditionally?</p> <p>4. Diversity on Hadrian's Wall</p> <p>Soldiers from many parts of the Empire established a frontier system in Northern</p>



<p>4. Is Bronze better than stone? Impact on civilisation? (Tools and inventions)</p> <p>5. Where does Iron come from? Impact on civilisation? (Tools and inventions)</p> <p>6. When do you think was better to live Stone Age, Bronze Age or Iron Age?</p>		<p>Britain. Archaeological evidence shows the multi-ethnicity and diversity of the Romans soldiers who built and protected the wall. Look at Septimus Severus.</p> <p>5. What was life like in Roman occupied Britain? – Compare to life before. What did the Romans do for us?</p> <p><i>Governance, taxes, aqueducts etc. Pros and cons of Romanisation. Is foreign conquest always bad for the conquered? Or are there some gains?</i></p> <p>6. How do we know what Britain was like in 400BC?</p> <p>Find out about the Ivory Bangle Lady</p>
Vocabulary		
<p>Archaeologists, Prehistoric. Artefact, Neolithic, Mesolithic, Paleolithic, BC/ AD, Hunter-gatherers, Settlemen, chronology, chronological order</p>	<p>Ancient Egypt, Egyptian, pyramid, sphinx, pharaoh, Giza, Great Pyramid, mummy, papyrus, sarcophagus, scarab, temple, tomb, Red Sea, Nile River, Sahara Desert, hieroglyph, linen, Mediterranean Sea, oasis, archaeologist, artefact, Cairo, Cleopatra, Ramses the Great, Tutankhamun, chronology, chronological order</p>	<p>Celtics, archeology, sources, artefacts, governance, invade, invasion, immigrants, refugees, taxes, aqueducts, conquer, conquest, chronological order, chronology</p>



Diversity			
<ul style="list-style-type: none">• Discuss the changing role of men of women through periods studied.• Examine the impact of the Romans, why some people became Romanised, whilst others resisted them (Boudicca) Poor/Wealthy Divide.• Gain an understanding of the multi-ethnicity & diversity of the Roman Soldiers who built and defended the wall.			
Significance	Continuity & Change	Cause and Consequence	Similarities and differences
<ul style="list-style-type: none">• Talk about who/what was important in historical account.• Talk about why they/the event are s important today	<ul style="list-style-type: none">• Make links and describe events, situations and changes within and across different periods/societies.	<ul style="list-style-type: none">• Recognise why people did things, why events happened and what happened as a result.	<ul style="list-style-type: none">• Draw comparisons across people, places and events studied.



Year 4

Chronology	Concepts	Interpretation	Enquiry	Communication
<p><i>Pupils should continue to develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across periods they are studying</i></p> <ul style="list-style-type: none"> Place events from periods studied on a time line 	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> Note key changes over a period of time and can begin to give reasons for these changes. Explain how people and events in the past have influenced life today. 	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources</i></p> <p><i>Children understand the different versions of the past may exist and begin to explain some of the reasons why.</i></p> <ul style="list-style-type: none"> Investigate different accounts of historical events and I can explain some of the reasons why 	<p><i>Children should regularly address historically valid questions about change, cause, similarity and difference and significance.</i></p> <p><i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <ul style="list-style-type: none"> Use a range of sources to find out about the past. 	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> Know and show a good understanding of historical vocabulary including: ruled, reigned, empire, invasion, conquer, kingdom Present, communicate and organise ideas about the past using



<ul style="list-style-type: none"> Understand terms related to the period and begin to date events. Understand that a timeline can be divided into BC, and AD 	<ul style="list-style-type: none"> Identify key features and events of the time studied. Describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>the accounts may be different.</p>	<ul style="list-style-type: none"> Construct informed responses about one aspect of life or key event in the past through careful selection and organisation of relevant historical information. Gather more detail from sources such as maps to build up a clearer picture of the past. Begin to undertake my own research. 	<p>models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</p> <ul style="list-style-type: none"> Present ideas based on my own research about the period being studied.
Knowledge				
<u>The Roman Empire (and its collapse)</u>	<u>The effects of Anglo Saxon and Viking invasion of Britain</u>		<u>The effects of Anglo Saxon, Viking and Scots settlement in Britain cont.</u>	
			<u>The Viking struggle for the kingdom</u>	



<p>1. Chronology & Recap of the Roman Empire - How did the Roman Empire form and then spread?</p> <p>2. Why did the Roman Empire decline? Explain that Rome divides into 2</p> <p>Explore the factors: Politicians/Rulers corrupt, infighting and civil wars within the Empire, attacks from barbarian tribes outside the empire, Roman army was no longer a dominant force, Empire became too large & a reduction in slaves.</p> <p>3. City of Rome attacked</p> <p>4. Roman withdrawal from Britain</p> <p>5. Rome falls</p> <p>Germanic barbarian Odoacer took control of Rome. Focus on religion. Talk about how people in Constantinople prospered still.</p>	<p>1. What happened to Britain when the Romans left? Saxon invasion of England. Discuss where they came from. See link below.</p> <p>Who they were and why they invaded England/slowly migrated? Chronology of Saxon, Viking etc. Discuss overlap between Vikings and Saxon settlement.</p> <p>2. Main Anglo Saxon Kingdoms</p> <p>3. Impact of the invasion & Saxon Laws (Laws and Justice)</p> <p>Talk about religion here too.</p> <p>4. Anglo Saxon Society compared with today</p> <p>Class system, law and order.</p> <p>5. Alfred the Great</p> <p>Does he deserve to be called great?</p> <p>6. St Hadrian the African Abbott</p> <p>Discussing the impact of foreign influence on the UK</p>	<p>1. Chronology, who were the Vikings? Where did they come from?</p> <p>2. Why did they Vikings invade Britain?</p> <p>3. How did the Vikings invade Britain? Why were they so successful? How do we know about them?</p> <p>4. Resistance by Alfred the Great</p> <p>5. Viking life in Britain – How pleasant was Viking life?</p> <p>Compare living between Anglo Saxons and Vikings in particular the rights of a woman.</p> <p>6. What happened after 900 AD?</p> <p>900 AD peace between Kingdoms and Danelaw.</p> <p>7. End of Anglo Saxon and Viking era & Battle of Hastings. England as a unified country</p>
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Vocabulary			
Country (as maps change), ruled, Emperor, Empire , Senator , Consul , Plebeian, Patrician, Freeman ,Enslaved , Conquer , Invasion , Visigoths and Ostrogoths, Huns, Barbarian, B.C., A.D., chronology, chronological order	Angles, Saxons, Jutes, Runes, Sutton-Hoo, Lindisfarne, Weregeld, Alfred the Great, Christianity, invasion, kingdoms, migration, chronology, chronological order sources, conquer	AD, Anglo Saxons, conquer, Danelaw, invade, Jorvik, kingdom, Lindisfarne, long-ship, monastery, pagan, raid, Scandinavia, settlement, treaty, Vikings, invasion, chronology, chronological order	
Diversity			
<ul style="list-style-type: none">Study how as people came to Britain to trade or settle from all over the Empire so the diversity of those living in Britain expanded.Explore diversity in the UK by examining place names (Viking and Saxon towns)			
Significance	Continuity & Change	Cause and Consequence	Similarities and differences
<ul style="list-style-type: none">Consider why someone/an event is considered significant and the impact this person/event has had on our lives today	<ul style="list-style-type: none">Make links and describe events, situations and changes within and across different periods/societies.	<ul style="list-style-type: none">Identify and give reasons for historical events, situations and changes	<ul style="list-style-type: none">Explore the complexity of people’s lives, examining differing perspectives and relationships between different groups.



Year 5

Chronology	Concepts	Interpretation	Enquiry	Communication
<p><i>Pupils should continue to develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across periods they are studying</i></p> <ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Accurately use dates and terms to describe historical events 	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> Note key changes over a period of time and can give reasons for these changes. Describe connections and contrasts between aspects of history, people, events and artefacts studied. Explain how people and events in the past have influenced life today. 	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources</i></p> <p><i>Children understand the different versions of the past may exist and give reasons for this.</i></p> <ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past. Use a range of evidence to offer some clear reasons for different interpretations of 	<p><i>Children should regularly address and devise historically valid questions about change, cause, similarity and difference and significance.</i></p> <p><i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <ul style="list-style-type: none"> Recognise when I am using primary and secondary sources of information to investigate the past. 	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; Present, communicate and organise ideas about from the past using detailed discussions and



<ul style="list-style-type: none"> Understand how some historical events/periods occurred concurrently in different locations. 		<p>events, linking this to factual understanding about the past;</p> <ul style="list-style-type: none"> Begin to understand the difference between primary and secondary evidence and the impact of this on reliability; Know that people in the past represent events or ideas in a way that may be to persuade others; Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> Use a wide range of different evidence to collect evidence about the past: ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historical sites. Select relevant sections of information to address historically valid questions and construct detailed informed responses. 	<p>debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <ul style="list-style-type: none"> Plan and present a self-directed project or research about the studied period.
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Knowledge

<u>The British Empire</u> <u>Case study: Local legacies</u>	<u>Ancient Greece</u> <u>Case study- Battle of Troy</u>	<u>Migration to Peckham/London 20th century</u>
<ol style="list-style-type: none"> What is an Empire? Talk about the Roman and Islamic Empire in this. Why did the British become Empire builders? Set the scene with the Mergal empire in India. What was trading/relationships like between countries prior to the British 	<ol style="list-style-type: none"> Historical Context of Greece, chronology, Location & How can we find out about the civilisation of Ancient Greece? <p>Who were the Ancient Greeks? Talk about sources and literature e.g. interpretation of myths.</p>	<ol style="list-style-type: none"> Factors leading to population increase & increase immigration 20th century Caribbean Immigration 1910s-1960s onwards <p>Explore the life of Harold Moody. Talk about Sam King- obtain local records of him.</p> <ol style="list-style-type: none"> South Asia migration 1940s onwards.



<p>Empire? Talk about Britain’s involvement in the Transatlantic slave trade.</p> <p>4. Examining the global legacy of the British Empire.</p> <p>5. CASE STUDY: Examining the local legacy of the British Empire.</p> <p>6. The End of the Empire. What factors caused the end of the British Empire?</p> <p>7. Legacy of the British Empire –Focus on Migration</p>	<p>2. What do artefacts & archaeologists tell us about life in Sparta?</p> <p>3. What do we know about the Peloponnesian War (a war of ethnicity)?</p> <p>4. Social Structure in society (Men/Women/Wealthy Poor)</p> <p>5. How were the Ancient Greeks governed and are there any similarities with how we are governed today?</p> <p>6. What do some of our buildings tell us how we view Ancient Greece today?</p>	<p>4. Migration from West Africa- Nigeria Focus</p> <p>5. What are asylum seekers?</p>	
Vocabulary			
<p>- Mutiny, Colony, Colonial, Transatlantic , Empire, Territory , Slavery, Indigenous, Apartheid, Sepoy, Merchants Chronology , Trade, Global, Rebel / Rebellion, Power, Military, Rule , Timeline, Impact, Infer , Evidence, Source, Racism, Legacy, Innovation, Civilisation / civilised, Oppose / opposed, Goods</p>	<p>Sources, chronology, artefacts, empire, Greek empire, Sparta, governed, Ancient, civilization, Mount Olympus, city state, Sparta, Athens, democracy, siege,</p>	<p>migration, immigration, asylum seekers, refugees, Windrush, Harold Moody, population</p>	
Diversity			
<ul style="list-style-type: none">Study how as people came to Britain to trade or settle from all over the Empire so the diversity of those living in Britain expanded.Explore what it was like to come to my locality for people from the Caribbean, Pakistan or Somalia for example.			
Significance	Continuity & Change	Cause and Consequence	Similarities and differences



History Progression

<ul style="list-style-type: none">• Apply the following criteria to evaluate significance (Partington 1980) Importance, Profundity, Quantity, Durability, Relevance.	<ul style="list-style-type: none">• Make links and describe events, situations and changes within and across different periods/societies• Explore how attitudes/views have changed and adapted over time.	<ul style="list-style-type: none">• Identify and give reasons for historical events, situations and changes.• Begin to make connections by tracing a change across time.	<ul style="list-style-type: none">• Examine differing perspectives and relationships between groups.• Draw comparisons across people, their perspectives, motivations and actions across periods studied.
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Year 6

Chronology	Concepts	Interpretation	Enquiry	Communication
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<p><i>Pupils should continue to develop a chronologically secure knowledge of British, local and world history, establishing clear narratives within and across periods they are studying</i></p> <ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Sequence up to 10 events on a time line. • Use relevant dates and terms. • Understand how some historical events/periods occurred concurrently in different locations. 	<p><i>Children should note connections, contrasts and trend over time.</i></p> <ul style="list-style-type: none"> • Note key changes over a period of time and can give reasons for these changes. • Describe similarities and differences between aspects of history, people, events and artefacts studied. • Explain how people and events in the past have influenced life today 	<p><i>Children should understand how our knowledge of the past is constructed from a range of sources</i> <i>Children understand the different versions of the past may exist and give reasons for this.</i></p> <ul style="list-style-type: none"> • Find and analyse a wide range of evidence about the past and evaluate the usefulness of sources. • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • Begin to understand the difference between primary and secondary evidence and the impact of this on reliability; • Know that people in the past represent events or ideas in a way that may be to persuade others. 	<p><i>Children should regularly address and devise historically valid questions about change, cause, similarity and difference and significance.</i> <i>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <ul style="list-style-type: none"> • Recognise when I am using primary and secondary sources of information to investigate the past. • Use a wide range of different evidence to collect evidence about the past • Select relevant sections of information to address historically valid questions and construct detailed informed responses. • Investigate my own line of enquiry by posing historically valid questions to answer 	<p><i>Pupils should develop the appropriate use of historical terms</i></p> <ul style="list-style-type: none"> • Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • Present, communicate and organise ideas about from the past. • Plan and present a self-directed project or research about the studied period.
Knowledge				



Fighting for our rights	Early Islamic civilisation inc. study of Baghdad	Call for a return of the Benin Bronzes?
<p>1. Struggle for power over time</p> <p>Discuss struggles that have happened in their parents or their lifetime (abolishment of segregation, right to vote, right to equal pay).</p> <p>2. How is power gained?</p> <p>Talk about legal processes (e.g. UK legislation), pressure groups, revolutions and coups.</p> <p>3. Managing shifts of power</p> <p>Talk about consequences of shifts of power particularly for vulnerable groups. Introduction of the UN Convention of Human Rights.</p> <p>4. Shifts of power. Example 1: Afghanistan.</p> <p>5. Shifts of power. Example 2: Apartheid</p>	<p>1. The importance of Baghdad. <i>Chronology & context in history.</i></p> <p>Decline of western world (dark ages) coincided with rise of Golden Age of Islam.</p> <p>2. The House of Wisdom.</p> <p>What is the House of Wisdom? What was it for? Who used it?</p> <p>3. Discovery and Learning led by early Islamic scholars</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through the study of significant discoveries and concepts developed by early Islamic scholars Al- Zahrawi, Razi, etc.</p> <p>4. The First Four Caliphs</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of</p>	<p>1. The history of civilisation</p> <p>2. How did artefacts come to Britain?</p> <p>3. Why is the King of Benin calling for the bronzes to be returned?</p> <p>4. How are Western museums responding?</p> <p>5. PRESENTATION- Children's response to the above e.g. petition- British museum to return them?</p>



6. Shifts of power. Example 3: Suffragettes.	historical terms by learning about the role of the caliphate in the early Islamic civilisations		
7. What would you fight for? CASE STUDY- e.g. Speech, balanced argument, arranging a protest (climate change).	4. Trade and Power – Silk route . 5. What did early Islamic Civilisations leave behind? Look at surviving evidence about the Islamic civilisation. Look at contributions made by the Islamic Civilisations.		
Vocabulary			
Overnment, Coup, Revolution, Pressure Groups, Suffragette, Evaluate, Secondary source, Primary source, protest, Apartheid, segregation	Trade, mosque, minaret, abaya, toshak, Burka, River Tigres, Silk Road	Edo, Benin, Benin Bronzes, civilization, British Empire	
Diversity			
<ul style="list-style-type: none">Study how as people came to Britain to trade or settle from all over the Empire so the diversity of those living in Britain expanded.When studying a period in history, take into account the global context of the event being studied and the role of men, women and children in a range of Localities.			
Significance	Continuity & Change	Cause and Consequence	Similarities and differences
<ul style="list-style-type: none">Apply the following criteria to evaluate significance: Importance, Profundity, Quantity, Durability, Relevance.	<ul style="list-style-type: none">Make links and describe events, situations and changes within and across different periods of time.	<ul style="list-style-type: none">Explain why events occurred, why people acted as they did and what were the consequences of these actions.	<ul style="list-style-type: none">Examine differing perspectives and relationships between groups of people across



	<ul style="list-style-type: none">• Explain why attitudes/views have changed and adapted over time.	<ul style="list-style-type: none">• Make connections by tracing change across time.	
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