

## History Curriculum Plan Whole School 2021 - 2022

### INTENT

Our aim is to ignite and stimulate children's creative curiosity to develop an appreciation for the past that will help children understand who they are, and how their environment and the world has changed over time. Our teaching will equip children with the skills to ask enquiry questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Children will be taught how events in the past have influenced and shaped our lives today and learn an appreciation for previous generations. In school, we will, through the effective teaching and learning of the knowledge, skills and understanding of history, help all children develop an understanding of Britain's past and the wider world, exploring time, place, people and events. We will use the National Curriculum History Guidelines as the basis for our planning and we will make meaningful links with our understanding of the children we teach.

|   | Autumn   | Spring  | Summer   |
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| 1 | What does it take to be a great explorer? This enquiry enables pupils to learn about the exploits of a range of famous explorers and to develop their knowledge of people's lives at various points in the past.   | Why is the history of my locality significant? The four enquiries in this 'locality' investigation are based around Blandford. The overriding aim of all four enquiries is to understand the connections between local and national and international history.                    | How do our favourite toys and games compare with those of children in the 1960s? This enquiry concentrates on enabling the pupils to gain a sense of the key events and people of the 1960s both in the United Kingdom and globally.   |
| 2 | Who is the greatest history maker? This enquiry provides an opportunity for young historians to think critically about what it means when people in the past are referred to as having 'made history' or as 'history makers'.  | How do we know so much about where Sappho used to live? This enquiry enables pupils to explore key historical concepts. It helps pupils to understand how studying the past can help with understanding the present.  | Why was Charles sent to prison? This enquiry enables pupils to interpret a range of historical evidence relating to life and times in Britain during the period of the First World War, both at home and overseas  |
| 3 | How did the lives of ancient Britons change during the Stone Age? The primary aim of the module covers the period of time though Stone Age   | What is the secret of the standing stones?-This investigation allows pupils to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society.                              | How do artefacts help us understand the lives of people in Iron Age Britain? Through this enquiry pupils first identify the common features of hill forts and then investigate their likely function, not only as a defensive structure but also as a trading, meeting, and ceremonial place.                              |
| 4 | How did the arrival of the Romans change Britain? Pupils are encouraged to investigate in-depth questions about some of the important changes that occurred during Roman occupation as well as studying aspects of Roman life they already have some awareness of.   | Who were the Anglo-Saxons and how do we know what was important to them? The Anglo-Saxon period spans the time between the end of the Roman occupation in Britain and the Battle of Hastings in 1066 – over 600 years.  | What did the Vikings want and how did Alfred help to stop them getting it? This investigation assists pupils to distinguish historical facts from myth, folklore and legend in relation to the people commonly referred to today as 'the Vikings', but who never shared or would have recognised that collective identity. |
| 5 | How did a pile of dragon bones help to solve an Ancient Chinese mystery? An important objective of this enquiry is to enable pupils to understand that the vast majority of objects and inscriptions that the Shang left behind provide an insight only into the ways of life of a tiny minority of people: the wealthy and most privileged. | The story of The Trojan Horse: historical fact, legend, or classical myth? This investigation invites the learner to explore the causes and consequences of this 10-year war and to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse, | Why did the ancient Maya change the way they lived? An investigation into different aspects of the Maya civilisation of Central America, which reached its zenith around AD 900.   |
| 6 | Local thematic study – Victorian Blandford This investigation supports pupils to understand arguably the most influential and far-reaching dimension of British history post-1066.   | Why was winning the Battle of Britain in 1940 so important? This investigation enables pupils to examine a wide range of historical sources to help them gain some insight into the thinking of the leaders of Nazi Germany in May 1940   | Why did Britain once rule the largest empire the world has ever seen? This investigation supports pupils to understand arguably the most influential and far-reaching dimension of British history post-1066,  |

## Key History Concepts

Concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. As part of our curriculum we involve the use of specific key questions which focus upon factual, conceptual and debatable content. Concepts are returned to throughout the Year Groups to ensure children have a clear understanding of them and enabling them to be held within their long-term memory.

| Concept                   | Why learn about this concept?  | Yr Group Studied<br>(although looked at in other units as well) |
|---------------------------|--|---|
| Continuity and Change     | Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.   | 1-6   |
| Evidence                  | Evidence is an important part of historical inquiry and refers to the information that is collected from various sources. It can come in many different forms, from an individual account, letters, photographs, paintings, clothing. Any object from history can be classed as evidence and used then to hypothesis and allow historians to piece together the past. Evidence can be separated into two categories, primary evidence and secondary evidence. (See definitions below).   | 1-6   |
| Similarity and difference | Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.  | EYFS-6  |
| Chronology                | The chronology of a series of past events is the times at which they happened in the order in which they happened. Learning about the complex concept of chronology is often considered very challenging for young children, yet this understanding underpins children's developing sense of period, as well as key concepts such as change and causation. It is a challenging concept to teach because of its abstract nature and children's many misconceptions illustrate the difficulties they experience in understanding and using it. Chronology, however, contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history, children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history. | EYFS-6  |

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| Democracy               | Democracy is a system of government in which laws, policies, leadership, and major undertakings of a state or other policy are directly or indirectly decided by the "people". The word democracy describes a form of government. The word comes from two Greek words that mean "rule by the people." In a democracy the people have a say in how the government is run. They do this by voting, though there are usually rules about who can vote.  | 1-3     |
| Significance            | Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or place. The importance or significance of a person, place or event defines and influences the way that the past is remembered.  | 1-3     |
| Reasoning               | We can explain reasoning as a way to make sense of things where facts are established and verified using logic and justification, based upon existing or new information. Historians define historical reasoning as an action which a person organises materials about the past so that they can describe, compare, and/or explain historical people places or events.   | 2,6     |
| Conflict                | Conflict is the process of actual or perceived opposition between individuals or groups. This could be opposition over positions, interests or values. Historians distinguish between non-violent and violent conflict. In this distinction, non-violent conflict can be a useful mechanism for social change and transformation, while violent conflict is harmful and requires resolution. Disagreements and conflict can occur in our everyday lives. Our children will learn about the impact and consequences that conflict which goes unresolved has had upon our world, nation and local area.                | 2,5,6   |
| Interpretation          | Historical interpretation is the way people in later times explain people, places and events in history. It has been said that the concept interpretation is the national curriculum's 'jewel in the crown'. When pupils use the concept of 'interpretation' they are thinking and evaluating the historical information they have been presented with. What parts are factual, which are points of view or imagined.  | 2,4     |
| Perspective             | Perspectives are an important part of historical inquiry. Perspectives can be explained as a point of view - a personal explanation of what people believe is going on around them. Points of view of an event, person, place or artefact can differ and will be shaped on an individual's age, gender, beliefs and values. Historians are no different and their 'perspective' is also influenced depending upon their own interpretation and beliefs. As historians it is therefore important that we take into consideration the different values and beliefs that have affected the lives of people in the past. | 2,3,4,5 |
| Culture                 | Examining the concept of culture will open up inquiries into how people deal with the past. It involves the attitudes, beliefs, values and views of a group of people in history. It will allow historians the opportunity to reflect and examine how communities have been influenced by people or events in the past.  | 3-6     |
| Invasion and settlement | Invaders are an army or country that uses force to enter and take control of another country. Settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.  | 3-4     |



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| <p>Cause and consequence</p> | <p>Cause and effect can be defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event.<br/>It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always. Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict and, on some occasion, may not be detected until long after the event.</p> | <p>4-6</p> |
| <p>Empathy</p>               | <p>Empathy as a concept helps us to make sense of the influence past events had on people. It also comprises an awareness of the conditions that people faced and inspiration, values and beliefs at this time. It could be described as the capability to 'walk in someone else's shoes' – to have insight into their feelings, thought and experiences. It brings history to life and connects people now matter how many time has passed.</p>  | <p>6</p>   |
| <p>Contestability</p>        | <p>The concept of contestability refers to accounts of historical events or people that are debatable. Historians may have access to artefacts that are incomplete or have elements missing, or be damaged. As a result, historians draw different conclusions about the evidence. Historians find this to be one of the exciting things about history – it is open to arguments. Often there is no correct answer with historian constantly seeking more to develop their own interpretation of the past.</p>  | <p>6</p>   |

## Topic 1

## Topic 2

### EYFS

#### Themes to be identified following lines of enquiry from children.

##### Historical Knowledge

###### Chronological understanding

To know that history is when we study things that have already happened.

To understand that things that have already happened are in the past. To know that the past goes beyond yesterday or earlier today.

###### Range and depth of historical knowledge

To recount events in stories about the past.

To know that they were a baby in the past and how they are different now.

##### Historical skills

###### Chronological skills

To sequence events that have happened on that day, saying which happened first/last.

To discuss the order of events in simple stories.

Discuss how and why some characters look different in stories about the past.

Discuss some historical objects in stories about the past. E.g. Spinning wheel in Sleeping Beauty.

###### Historical enquiry

To ask simple questions about the order of events- What happened first? What happened after that?

Give instructions in chronological order for simple tasks- building blocks, making porridge for Goldilocks etc. Following children's interests and use images from the past to compare with the present.

###### Organisation and communication

Discussions - simple timeline of events in a story.

To explain how they are different now from when they were a baby and discuss how they have changed.

##### ELG 2021: Listening, Attention and Understanding

Children at the expected level of development will:

- -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during the whole class discussions and small group interactions.
- -Make comments about what they have heard and ask questions to clarify their understanding.
- -Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

##### ELG 2021: Speaking

Children at the expected level of development will:

- Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems as appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

##### ELG 2021: Past and Present

Children at the expected level of development will:

- Talk about the lives of the 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.

##### Key vocabulary

Before, after, past, history, then, now, after that, yesterday, today, tomorrow, first, when, change/changed

##### Sticky Knowledge

- History is about things that have already happened.
- Yesterday is the day before today.
- We were babies in the past. \* Our parents were born before us.
- Tomorrow is the day after today.



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| <h1>Year 1</h1>             | <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>• Recount stories about Jesus and why we know about him.</li> <li>• Historical language – before, after, yesterday, today.</li> <li>• Understanding that the past is what came before them.</li> </ul>   | <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>• Building on previous experience of homes and local area</li> <li>• Historical language – before, after, yesterday, today.</li> <li>• Understanding that the past is what came before them.</li> </ul>  | <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>• Historical language – before, after, yesterday, today.</li> <li>• Understanding that the past is what came before them.</li> <li>• Build on previous experience of talking with elderly about their experiences.</li> </ul>  |
| <p>Knowledge and Skills</p> | <p><b>What does it take to become a great explorer?</b><br/> <b>Main line of enquiry-What caused Fiennes, Johnson, Columbus and Armstrong to take their giant leaps?</b><br/> <b>Focus on significant individuals and the changes within living memory. Why were events so significant?</b><br/> <b>Debate: Are you the kind of person who could explore Mars?</b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know what a biography is</li> <li>• To know what an explorer is</li> <li>• To understand why people become important to know the qualities and attributes of explorers</li> <li>• To know what an explorer might need</li> <li>• To know the development in transport through history.</li> <li>• To know the significant achievements of key explorers in the past</li> <li>• To understand the changes within living memory and what these reveal about changes in National life</li> <li>• To know about events beyond living memory that had great significance nationally and globally.</li> </ul> | <p><b>Why is the history of Blandford important?</b><br/> <b>Main line of enquiry-What caused the Blandford Fire?</b><br/> <b>Focus on what life was like in 18<sup>th</sup> Century Blandford. What trades were around? Why did the rebuild happen so quickly?</b><br/> <b>Debate: Was the fire a good thing for the town?</b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know about significant local events</li> <li>• To understand why events happened in the past and to understand the changes for modern history.</li> <li>• To know that history is when we study what has happened in the past by looking at particular events and people.</li> <li>• To understand the changes within recent history and what these reveal about changes in local life</li> <li>• To know what makes a significant event.</li> <li>• To understand that a significant event can happen over a number of days.</li> </ul> | <p><b>How do our toys and games compare with those of children in the 1960s?</b><br/> <b>Main line of enquiry- How has technology changed toys over time?</b><br/> <b>Focus on how things have changed from the past and the effect this has had on toys.</b><br/> <b>Debate: Would you rather have toys in the past or toys from now?</b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know that history is when we study what has happened in the past by looking at particular events and people.</li> <li>• To look at the history of toys and understand how toys have changed over time.</li> <li>• To understand that some modern toys uses electricity.</li> <li>• To know that there was no electricity in the past.</li> <li>• To use artefacts to understand that some objects came from the past.</li> <li>• To be able to give simple reasons for objects belonging to the past or present.</li> <li>• To understand that other people will have different timelines – Is your younger sister's</li> </ul> |

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|                                      | <ul style="list-style-type: none"> <li>To describe some voyages and discoveries of Columbus</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>To describe the achievements of Ranulph Fiennes;</li> <li>To describe the achievements of Amy Johnson and suggest reasons why they are particularly remarkable;</li> <li>To describe the events leading up to the Moon landing and suggest reasons why Armstrong was able to accomplish this;             <ul style="list-style-type: none"> <li>To describe the qualities that astronauts travelling to Mars will require and compare and contrast these with those of Fiennes, Johnson and Columbus.</li> </ul> </li> </ul> | <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>To explain why the fire might have spread so quickly</li> <li>To use evidence sources to compare and contrast Blandford before the fire and today</li> <li>To create a timeline of events from before the fire and after</li> <li>To use diaries of events to help us understand, question and build the timeline of events and what it would have been like for people living at the time.</li> </ul> | <p>timeline longer or shorter than yours? Is your nan's timeline longer or shorter?</p> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>To be able to group toys/houses/holidays depending on whether they are from the past or present.</li> <li>To be able to explain why a particular mode of toys/houses/holidays is from a particular time period. I.e. a seaside holiday was more popular in older times as people couldn't travel far very easily, House is older because it is made from wood.</li> <li>To use artefacts to understand that some objects come from the past and question this understanding.</li> <li>Link with Home for the Elderly – Ask other people about toys/houses/holidays they used to use and discuss the differences.</li> </ul> |
| <p><b>Key Subject Vocabulary</b></p> | <p>Explorer; expedition; continent; ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; purpose; aeroplane; transport; pioneer; aviator; university; 'in service'; occupation; textiles; equality; 'women's work'; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; ship; anchor; inform; discovered; voyage; NASA; space; astronaut; lunar; universe; mankind; planet; mission; President; United States; timeline; Mars; goal; solar system; planet; Sun;</p>                              | <p>Divine mercy; accommodate; overcrowded; furniture; quarry; farming; solitary confinement; exhaustion; unsanitary; outbreak; disease; mass grave; discover; treasure; cave; incredible; archaeologist; artefact; excavate; evidence; archaeological dig; painstaking; sequence;</p>   | <p>Historian; time; BC; AD; abbreviation; order; years; Jesus; timeline; chronological; recent; shilling; humans; Moon; transplant; Barbie; The Beatles; James Bond; cinema; ring pull; <i>The Jungle Book</i>; film; Walt Disney; videotape recorder; audiocassette; episode; television; Doctor Who; broadcast; London; colour; toy; game; doll; fashion; television; science fiction; space; continuity; change; similar; different; smart toy; computer; internet; app; Wi-Fi; digital; tablet; algorithm; intelligence; simulate; World Wide Web (WWW); Tim Berners-Lee; interactive; smartphone; social networking; platform; online; CD; DVD; personal computer; website; radical; education; honour; primary evidence; interview; research</p>                                     |

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| <p><u>Sticky Knowledge</u></p>  | <p><b><u>Sticky Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Neil Armstrong was the first person to walk on the moon.</li> <li>• Ranulph Fiennes has crossed antarctica and broken many other records in the modern day.</li> <li>• Amy Johnson was the first woman to fly solo from England to Australia.</li> <li>• Christopher Columbus was the first European to discover the Americas</li> </ul> | <p><b><u>Sticky Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• A serious fire destroyed most of Blandford in 1731</li> <li>• Many agree that it was Divine Mercy that enabled Blandford to rise from the ashes in its present state.</li> <li>• Evidence can be gained from diaries from the past</li> <li>• Chronology is a word used in history to explain that something is going in time order.</li> </ul> | <p><b><u>Sticky Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• History is when we study what has happened in the past by looking at particular events and people.</li> <li>• Toys from the past did not use electricity.</li> <li>• Electricity began to be used during the 1800s.</li> <li>• A timeline is a way of showing events that have happened in time order.</li> <li>• Toys/houses/holidays have changed as technology has improved.             <ul style="list-style-type: none"> <li>• An artefact is an object from the past.</li> </ul> </li> </ul> |
| <p><u>Recommended Texts</u></p> | <p>The Darkest Dark • Astro Girl • A Ticket Round the World • The Great Explorer</p>  |  |  |

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| <p><b>Year 2</b></p>               | <p><b><u>Retrieval</u></b></p> <ul style="list-style-type: none"> <li>• Discuss that History talks about the past and this goes beyond our own lifetimes.</li> <li>• Geographical learning- London is the capital of England- location on map in relation to where we live.             <ul style="list-style-type: none"> <li>• Timeline knowledge.</li> </ul> </li> </ul>  | <p><b><u>Retrieval</u></b></p> <ul style="list-style-type: none"> <li>• Understanding of houses in the past and materials that they were made from to be able to explain why volcano eruptions could cause such damage</li> </ul>  | <p><b><u>Retrieval</u></b></p> <ul style="list-style-type: none"> <li>• To know how we communicate</li> <li>• Knowledge of the UK and its location in relation to the world.</li> <li>• British Empire – continents knowledge.</li> </ul>  |
| <p><b>Knowledge and Skills</b></p> | <p><b><u>Who is the greatest history maker?</u></b><br/> <b>Main line of enquiry – What does it mean to make history? What has been the most significant change in history?</b><br/> <b>Focus on how events have changed things for the present? Debate: Can an infamous event lead to greater change?</b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• To learn about the lives of significant individuals:             <ul style="list-style-type: none"> <li>o Guy Fawkes</li> <li>o King James I</li> </ul> </li> </ul> | <p><b><u>Lessons learned from the past – How much do we know about Sappho? (Pompeii)</u></b><br/> <b>Main line of enquiry- What happened in Pompeii in AD 79?</b><br/> <b>Focus on how we know about events from nearly 200 years ago.</b><br/> <b>Debate: Should we excavate the lives from the past?</b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know that the volcano erupting at Pompeii was a significant event affecting the lives of Romans</li> </ul> | <p><b><u>Why was Charles sent to prison? Main line of enquiry- How did World War I change how British adults could behave?</u></b><br/> <b>Debate: Would modern technology have made a difference to Charles?</b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know that World War I was a significant war that affected Britain and Europe</li> <li>• To understand that communication was difficult at the beginning of the 20<sup>th</sup> Century</li> </ul> |

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|                                       | <ul style="list-style-type: none"> <li>o Malala Yousafzai</li> <li>o Margaret Thatcher</li> <li>o Hatshepsut</li> <li>o Marie Curie</li> <li>o Grace O'Malley</li> <li>o Elizabeth I</li> <li>● To know about the gunpowder plot and the significance</li> <li>● To understand why we celebrate fireworks night.</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>● To be able to categorise images from the past and present. Use of photographs and paintings to build a discussion of the past and present.</li> <li>● To order images of their own life (so far), giving simple reasons for the placement of images.</li> <li>● To create a simple timeline of a history maker that has been studied.</li> <li>● To compare and contrast events that changed history <ul style="list-style-type: none"> <li>● To reflect on why they might want to be remembered in history</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To understand that the volcano eruption preserved much of the civilisation.</li> <li>• To know that archaeologists study history through the excavation of key sites.</li> <li>• To know that Pompeii was part of the Roman Empire</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>• To Describe and provide reasons for the causes and effects of the destruction of Pompeii in AD 79</li> <li>• To Compare and contrast the trustworthiness of pieces of primary and secondary evidence <ul style="list-style-type: none"> <li>• To Identify, describe and suggest reasons for the use of a range of smaller artefacts excavated by archaeologists at Pompeii</li> <li>• To model how archaeologists reconstructed the remains of the dead at Pompeii</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• The British Army used messenger pigeons to carry information.</li> <li>• To understand that animals are still used in the armed forces today.</li> <li>• To understand that children would have known very little about the fighting overseas.</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>• To compare communication from World War I with modern communication</li> <li>• To describe and explain the ways in which lives changed due to the war.</li> <li>• To research how animals are used in the armed forces today.</li> </ul> |
| <p><b>Key Subject Vocabulary</b></p>  | <ul style="list-style-type: none"> <li>• Commemoration; commemorate; ceremony; celebration; Guy Fawkes Night; Bonfire Night; Firework Night; annual; event; engraving; unlawful; harmful; impression; assassinate; King James I; Parliament; House of Lords; rent; cellar; gunpowder; guard; Catholic; Protestant; plot; discovered; arrested;</li> </ul>   | <p>Key Vocabulary – disaster, Pompeii, past, present, timeline, chronology(time order), account, Romans fire, hot, burning, embers, flames, charred, smoke, fear, disaster, ruined, lava, archaeologist</p>   | <p>Key Vocabulary – war; prison; crime; enemy; army; pacifist; deserter; secret; code; front line; soldier; trench; general; advance; retreat; desperate; rescue; village; code; decoded; anagram; censored; cinema;</p>   |
| <p><b><u>Sticky Knowledge</u></b></p> | <p><u>Sticky Knowledge</u></p> <ul style="list-style-type: none"> <li>● Bonfire night celebrates the events of Guy Fawkes trying to blow up the Houses of Parliament</li> </ul>   | <p><u>Sticky Knowledge</u></p> <ul style="list-style-type: none"> <li>● The eruption at Pompeii was a significant event that killed thousands of people</li> <li>● Archaeology is the study of history from excavating historic sites</li> </ul>  | <p><u>Sticky Knowledge</u></p> <ul style="list-style-type: none"> <li>● Time can be grouped into chunks and this helps to break up and understand different points in time.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Britain has fought over being protestant or catholic</li> <li>• To recognise that there have been significant women in history             <ul style="list-style-type: none"> <li>• History makers are known for both positive and negative acts.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• A significant event in history is an event that changed how people lived their lives.</li> <li>• Understanding of things that they found in Pompeii that told us about Roman life.</li> </ul> | <ul style="list-style-type: none"> <li>• Not all children were able to get an education as they could not afford it.</li> <li>• Codes are important for communication             <ul style="list-style-type: none"> <li>• Animals are important for the armed services</li> </ul> </li> </ul> |
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| <p><b><u>Year 3</u></b></p>               | <p><u>Retrieval</u></p> <ul style="list-style-type: none"> <li>• Understand that time can be split into chunks – era, periods of times etc</li> <li>• Links to science – rocks? Check science curriculum</li> <li>• Building upon timeline knowledge</li> <li>• Knowledge of significance of Pompeii</li> </ul>  | <p><u>Retrieval</u></p> <ul style="list-style-type: none"> <li>• Understand that time can be split into chunks – era, periods of times etc</li> <li>• Links to science – rocks? Check science curriculum</li> <li>• Building upon timeline knowledge</li> <li>• Knowledge of role of archaeologists</li> </ul>  | <p><u>Retrieval</u></p> <ul style="list-style-type: none"> <li>• Knowledge of times before them – Stone Age/Bronze Age.</li> <li>• Building upon timeline knowledge</li> <li>•</li> </ul>   |
| <p><b><u>Knowledge and Skills</u></b></p> | <p><b><u>How did the lives of ancient Britons change during the Stone Age? Main line of enquiry- How did life change for people from the Stone Age? Focus on how settlements changed over time and how life evolved and developed for people</u></b><br/> <b><u>Debate: It is better to move around and hunt than settle in one place?</u></b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• To understand that history can be split into decades and centuries – a decade represents the passing of ten years and a century represents the passing of 100 years.</li> <li>• Know about the main events, dates and characteristics of the past societies they have studied - These are used to help people discuss when something happened – refer back to Year 2 The Gunpowder</li> </ul> | <p><b><u>What is the secret of the standing stones? (Bronze Age Britain) Main line of enquiry- How did life change for people from the Stone Age to Bronze age? Focus on how settlements changed over time and how life evolved and developed for people</u></b><br/> <b><u>Debate: It is better to move around and hunt than settle in one place?</u></b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• To understand that key advances in technology advance civilisations</li> <li>• To know that civilisations made bronze through heating copper and tin.</li> <li>• To know how archaeologists found more information about the bronze age through excavating burial sites.</li> <li>• To know the importance of monuments throughout history.</li> </ul> | <p><b><u>How do artefacts help us understand the lives of people in Iron Age Britain? Main line of enquiry-Where would we put a fort?Debate How significant was the iron age for our local area?</u></b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• Be able to use their knowledge and understanding to answer simple questions about the past and about changes</li> <li>• Understand that the past can be considered in terms of different time periods             <ul style="list-style-type: none"> <li>• Understand that the past has been recorded in a variety of different ways</li> </ul> </li> <li>• To know how Iron Age people created hillforts and houses – links to DT</li> <li>• Know about the main similarities and differences between the past societies they have studied</li> </ul> |



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|  | <p>plot/The Great Fire of London happened in the 17<sup>th</sup> century.</p> <ul style="list-style-type: none"> <li>• Know that Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age</li> <li>• Know about the lives of people in those periods</li> <li>• Know about the main similarities and differences between the past societies they have studied</li> <li>• Be able to give some reasons for particular events and changes</li> <li>• Be able to gather information from simple sources</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>• To be able to order significant events that have happened within the stone Age.             <ul style="list-style-type: none"> <li>• To able to present information on a given topic using a variety of sources – link with computing curriculum.</li> <li>• Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required</li> </ul> </li> </ul> | <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>• To Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout</li> <li>• To Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age             <ul style="list-style-type: none"> <li>• To describe the process of smelting bronze from copper and tin and understand the impact of this development</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Be able to give some reasons for particular events and changes</li> <li>• Be able to gather information from simple sources</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>• To be able to order significant events that have happened within the Iron Age.</li> <li>• To be able to compare the Stone Age/Iron Age time to that of life in the 16<sup>th</sup> century – looking at what is the same and what is different.</li> </ul> |
|  | <p>Key Vocabulary – century, era, decade, period, hunting, wattle and daub, round house, hill forts, clan, , rotatory quern, metal Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe;</p>  | <ul style="list-style-type: none"> <li>• Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts; advancement; progress; decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; sieve; spear; shaft</li> </ul>  | <ul style="list-style-type: none"> <li>• Iron Age; hill fort; hectare; area; mound; earth; earthworks; constructed; hill; steep; wall; earth; ditches; rampart; plateau; remains; decay; organic; decomposed; archaeologist;</li> </ul>   |

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| <p><b><u>Sticky Knowledge</u></b></p>   | <p><b><u>Sticky Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Recognise the difference between primary and secondary sources of information</li> <li>Know that there are two types of physical evidence (fossils and artefacts) that help us understand the past</li> <li>BC means 'Before Christ' and years start off higher and count down towards 0.             <ul style="list-style-type: none"> <li>Understand why and how humans began to settle and discuss benefits and disadvantages to this</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Make comparisons between Bronze age advances and current technology advances</li> <li>Know that there are two types of physical evidence (fossils and artefacts) that help us understand the past</li> <li>Understand why and how humans began to settle and discuss benefits and disadvantages to this</li> </ul> | <ul style="list-style-type: none"> <li>Understand why people lived in hill forts to keep safe from attacks.</li> <li>Know of the significant hill forts in local area – Spetisbury and Blandford Rings</li> <li>Identify the tools and weapons used in the Bronze Age and Iron Age and explain why they think this period is called 'The Iron Age'.</li> <li>Discuss the differences and effectiveness of weapons from each period.</li> </ul> |
| <p>24 hours in Stone Age • Stone Age Boy • Stig of the Dump • The Boy with the Bronze Axe • The Stone Age – Hunters, Gatherers and Woolly Mammoths • How to Wash a Woolly Mammoth • The Secrets of Stonehenge • The First Drawing</p> |   |   |  |

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| <p><b>Year 4</b></p>               | <p><b><u>Retrieval</u></b></p> <ul style="list-style-type: none"> <li>Know that the Iron Age ended once the Romans had invaded and conquered Britain.</li> <li>Understanding BC and its meaning.</li> </ul>  | <p><b><u>Retrieval</u></b></p> <ul style="list-style-type: none"> <li>Know that the Romans had invaded and conquered Britain.</li> <li>Knowledge of the Roman Empire</li> <li>Understanding BC and its meaning.</li> </ul>  | <p><b><u>Retrieval</u></b></p> <ul style="list-style-type: none"> <li>Geography of Europe and know where Norway/Sweden are.</li> <li>Knowledge of the Roman Empire and drawing back on this to see how it influenced and impacted Anglo-Saxon life.</li> </ul>   |
| <p><b>Knowledge and Skills</b></p> | <p><b><u>How did the arrival of the Romans change Britain? Main line of enquiry- What did the Romans bring to Britain? Focus on how the Romans and Celts had different viewpoints and what impact this left on Britain. Debate: Were the Romans right to invade?</u></b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>Know that the study of history is concerned with the past in relation to the present</li> </ul> | <p><b><u>Who were the Anglo Saxons and how do we know what was important to them?) Main line of enquiry-Why did the Romans leave? Were the Anglo-Saxons a fierce army? Debate: Is language the greatest legacy from the Anglo Saxons?</u></b><br/> <u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>Know that the study of history is concerned with the past in relation to the present</li> </ul> | <p><b><u>What did the Vikings want in Britain and how did Alfred help to stop them getting it? Main line of enquiry – How did life change in Britain up to 1066? Focus on lessons the struggle for power between the Vikings and Anglo-Saxons and why one was ultimately successful. Debate: Were the Viking raids the right thing to do?</u></b><br/> <u>Historical Knowledge</u></p> |

- Understand how some aspects of the past have been represented and interpreted in different ways
- Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint
- To know that the Roman era was from 27B and lasted over a thousand years.
- To be able to explain why the Romans and Celts had different views – Cartimandua (Celts), Julius Caesar (Romans).
- To know about Julius Caesar's first failed attempt to invade Britain in 55BC and the part the Celts played in this. Discuss different viewpoints and why this happened.
- To know about the conquest of Britain by the Romans in 43AD.

#### Historical Skills

- Be able to enquire into historical issues and their effects on people's lives
- Be able to find out about aspects of the past from a range of sources
- Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
- Be able to describe and make links between the main events, situations and changes both within and across periods
- Be able to describe how the history of one country affects that of another
- Be able to ask and answer questions about the past

- Understand how some aspects of the past have been represented and interpreted in different ways
- Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint
- To know that the Anglo Saxon era spans over 600 years.
- To know that the Romans were defeated by increasing bands of Barbarians
- Britain's settlement by Anglo-Saxons and Scots.

#### Historical Skills

- Be able to describe and make links between the main events, situations and changes both within and across periods
- Be able to describe how the history of one country affects that of another
- Be able to ask and answer questions about the past
- Be able to select and record information relevant to an historical topic
- Be able to place the events, people and changes in the periods they have studied into a chronological framework
- Be able to use dates and terms relating to the passing of time
- Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms

- To know what life was like as a Viking and where the Vikings came from – links with Geography.
- To know what life was like for an Anglo-Saxon.
- Identify how the Vikings came to power and how the Romans influenced this
- To understand why the Vikings were so successful against the Saxons initially
- Recognise who was responsible for the decline of the Viking reign and became the first Anglo -Saxon King of England
- To know what happened in the Battle of Brunaburh (937AD) and its importance in the Anglo-Saxon and Viking struggle for power.
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Identify what 'Viking' means and why 'Anglo Saxon' referred to this group of people
- Know why Vikings needed to leave their home countries and settle in Britain

#### Historical Skills

- To create a timeline of previous time periods studied and add on the Anglo – Saxon and Viking periods.
- To create a timeline of the Viking raids and invasion.
- To use a variety of sources to inform questions which demonstrate a curiosity into particular events. E.g. horned helmets – it is a myth that Vikings wore these helmets but many sources show Vikings wearing these. Why is this?

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| Key Vocabulary           | – AD, BC, century, decade, emperor, army, legions, Latin, invaded, Celts, Roman, Julius Caesar, Hadrian, Claudius,   | Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; Christian; Germany; tribe; Picts; Vandals; Huns; Franks; Saxons  | Northumbria, Mercia, Wessex, Kent and East Anglia, longboats, Viking, Anglo Saxon, raid   |
| <u>Sticky Knowledge</u>  | <ul style="list-style-type: none"> <li>• Understand the 'Republic' system and how Rome was governed</li> <li>• Understand the term 'dictatorship' and give their opinions on this and reasons why</li> <li>• Understand the hierarchy of Ancient Rome</li> <li>• Identify why the Romans were so successful and one of the most powerful armies in the world at that time</li> <li>• Identify how the Roman invasion on Britain further impacted trade and what the Romans left behind</li> <li>• Identify how the Romans impacted transport and trade in Britain</li> <li>• Identify why the Roman Empire deteriorated</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the 'Republic' system and how Rome was governed</li> <li>• Understand the term 'dictatorship' and give their opinions on this and reasons why</li> <li>• Understand the hierarchy of Ancient Rome</li> <li>• Identify why the Romans were so successful and one of the most powerful armies in the world at that time</li> <li>• Identify how the Roman invasion on Britain further impacted trade and what the Romans left behind</li> <li>• Identify how the Romans impacted transport and trade in Britain</li> <li>• Identify why the Roman Empire deteriorated</li> </ul> | <ul style="list-style-type: none"> <li>• Where the Vikings came from and why</li> <li>• Why the Anglo Saxons were so easily overthrown initially?</li> <li>• Know about Guthrum and his lead of the Vikings and change in religion and why</li> <li>• Alfred the Great's reign on England and what he achieved during this period.</li> <li>• Edward the Confessor became King of England in 1042</li> <li>• The Saxons regained power until 1066/Battle of Hastings</li> <li>• Athelstan was the first Anglo-Saxon King to rule over Britain.</li> </ul> |
| <u>Recommended texts</u> | The Thieves of Ostia • Escape from Pompeii • Meet the Ancient Romans • Empire's End – A Roman Story • So You Think You've Got It Bad: a Kids Life in Ancient Rome • The Romans. Gods, Emperors and Dormice • Queen of Darkness   |  |   |

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| <b>Year 5</b> | <u>Retrieval</u> <ul style="list-style-type: none"> <li>• To know that China is a super power within the world</li> <li>• To know about British monarchy</li> <li>• To know about social classes and what life was like for poor in other societies e.g. Roman</li> <li>• To know about the clues provided by Bronze age artefacts</li> </ul> | <u>Retrieval</u> <ul style="list-style-type: none"> <li>• Recall events studied from Anglo-Saxon, Tudor and Victorian times.</li> <li>• Building on timeline knowledge.</li> <li>• Stories of Olympics and Marathon</li> <li>• To know about the rise of the Roman Empire</li> </ul> | <u>Retrieval</u> <ul style="list-style-type: none"> <li>• Recall events studied from Anglo-Saxon, and Viking times.</li> </ul> |
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| <p><b>Knowledge and Skills</b></p> | <p><u>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</u></p> <p><b>Main line of enquiry- What can we learn about history from a pile of bones? Focus on certain cultures provide clues due to their artefacts. Debate: What makes a good monarch?</b></p> <p><u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know about the main events, dates and characteristics of the past societies they have studied</li> <li>• Understand how historians gathered information about Shang Dynasty and how we know what life was like</li> <li>• Recognise the roles of men and women in Shang dynasty</li> <li>• Recognise the roles of Gods in Chinese culture</li> <li>• Recognise the achievements of Shang dynasty lasting for 500 years</li> <li>• To understand that enquiry is when we ask questions about the past.</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>• Be able to gather information from simple sources</li> <li>• Be able to use their knowledge and understanding to answer simple questions about the past and about changes</li> <li>• Recognise, describe and justify the qualities they feel are required in a great ruler</li> <li>• Identify, describe and compare and contrast the lives of people in different sections of Shang society</li> </ul> | <p><b><u>The story of The Trojan Horse: historical fact, legend or classical myth?</u></b></p> <p><b>Main line of enquiry- Why are The Greeks considered an important civilisation? Focus on how The Greeks changed the meaning of the word 'governance' and how this impacted life during these times. Debate: Men should be the only ones allowed to vote like in Ancient Greek times.</b></p> <p><u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know about the main events, dates and characteristics of the past societies they have studied</li> <li>• Understand how historians gathered information about Ancient Greece and how we know what life was like</li> <li>• Know how and explain why Ancient Greece was considered to be ahead of other civilisations of the time.</li> <li>• To understand that enquiry is when we ask questions about the past.</li> <li>• Recognise the roles of men and women, e.g. schooling etc</li> <li>• Understand the term 'governance' and how Ancient Greece impacted this</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>• To use a range of sources to compare Ancient Greece to the Iron Age.</li> <li>• To identify and discuss the differences in Bronze/Iron Age settlements compared to Ancient Greek settlements.</li> <li>• To compare what life must have been like in the Ancient Greek times to present day Greece.</li> <li>• To compare the rise of city states</li> </ul> | <p><b><u>Why did ancient Maya change their way of life?</u></b></p> <p><b>Main line of enquiry- Why did the Mayans abandon their jungle cities? Debate: Were the Mayans more advanced than the Anglo Saxons and Vikings?</b></p> <p><u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know about the main events, dates and characteristics of the past societies they have studied</li> <li>• Know about a non-European society that provides contrasts with British history</li> <li>• Know that Mayan culture continues today</li> <li>• Refer to primary evidence to describe historical judgements</li> <li>• Mayans, Anglo Saxons and Vikings existed contemporaneously</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>• To explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like</li> <li>• To compare what life must have been like in the Ancient Mayan times to present day Maya.</li> <li>• Be able to use their knowledge and understanding to answer simple questions about the past and about changes</li> <li>• Be able to gather information from simple sources</li> <li>• Draw comparisons between Mayan and Anglo Saxon and viking.</li> </ul> |
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|                         | <ul style="list-style-type: none"> <li>Recognise what made Elizabeth I such an effective leader</li> </ul>   | <ul style="list-style-type: none"> <li>Be able to gather information from simple sources</li> <li>Be able to use their knowledge and understanding to answer simple questions about the past and about changes</li> </ul>  |  |
| Key Vocabulary          | Dragon; dragon bones; Chinese New Year; culture; myth; legend; folklore; fairy story; St George and the Dragon;  | civilisation, deities, Olympians, currency, democracy, Archaic, classical, Hellenistic, Ancient, enquiry, governance, democracy The Trojan Horse; Ancient Greece; historians; authentic; truthful; accurate; factual; myth; traditional  | Maya; Mexico; country; Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; climate; natural vegetation; tropical; temperate; weather; mountain; volcano; |
| <u>Sticky Knowledge</u> | <ul style="list-style-type: none"> <li>Shang society defined along social lines</li> <li>Only surviving information was inscribed on bones. Other clues perished e.g. papyrus</li> <li>Shang artefacts mainly link to monarchy and upper classes</li> <li>This status differs from other artefacts found from other ancient cultures.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise famous Ancient Greeks and explain why they were significant</li> <li>Identify that the period of Ancient Greece is after the Iron Age</li> <li>Know different myths and legends believed by the Ancient Greeks</li> <li>Recognise the Gods and Goddesses worshipped by the Greeks and what each God and Goddess were responsible for</li> <li>Compare the women in two different areas of Ancient Greece (Sparta and Athens)</li> <li>Understand the differences in each state system and why there were conflicts</li> <li>Compare governance in Greece to that in Rome</li> </ul> | <ul style="list-style-type: none"> <li>Mayan civilisation is still thriving today</li> <li>Mayan farming occurs in mountainous regions and needs to preserve water</li> <li>Ancient Mayan civilisation ended when they slowly left their jungle cities</li> </ul>                |
|                         | Who Let the Gods Out • The Ancient Greek Mysteries • Leo and the Gorgon's Curse • Greek Myths • Mission to Marathon • Mythologica • Fleeced • Percy Jackson and the Lightning Thief  |  |  |

| <p><b>Year<br/>6</b></p>           | <p><u>Retrieval</u></p> | <p><u>Retrieval</u></p> <ul style="list-style-type: none"> <li>• <b>Build on knowledge from Geography to find the location of the countries involved in the war.</b></li> <li>• <b>Links with Geography and evaluate how Blandford has changed over the years.</b></li> </ul>   | <p><u>Retrieval</u></p> <ul style="list-style-type: none"> <li>• <b>Build on knowledge from Geography to find the location of the countries</b></li> <li>• To know about the rise of the Roman Empire</li> <li>• To recall what Hitler wanted for Germany through World War II</li> </ul>  |
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| <p><b>Knowledge and Skills</b></p> |                         | <p><u>Why was winning the Battle of Britain in 1940 so important? <b>Main line of enquiry- What did we learn from World War 2? Focus on how this war shaped the world that we live in today and the lasting impact this has had on us as a country.</b></u></p> <p><b>Debate: Is war a good thing?</b></p> <p><u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know when WW2 started and ended.</li> <li>• To be able to put significant events of WW2 on a timeline e.g Germany invading Poland, Winston Churchill becoming Prime Minister, D-Day, Germany surrender, The Blitz.</li> <li>• To know that by May 1940 Germany occupied most of Western Europe</li> <li>• To be able to make links to geographical locations e.g find Germany, Poland, Japan, Italy, America and France on a map and use the locations to help determine whether they would be part of the Axis or the Allies.</li> <li>• To understand what happened after the war and the effect this left on our local area - links with rationing and DT</li> <li>• To name significant people relating to the war and their impact of the war i.e Winston Churchill, Adolf Hitler, Neville Chamberlain, Thomas Alfred Jones (local hero) etc</li> </ul> <p><a href="http://www.primaryhomeworkhelp.co.uk/war/leaders.html">http://www.primaryhomeworkhelp.co.uk/war/leaders.html</a></p> | <p><u>Why did Britain once rule the largest empire the world has ever seen? <b>Main line of enquiry – Why did Britain want dominion over a quarter of the world’s land area? Debate: Was the British Empire a good thing?</b></u></p> <p><u>Historical Knowledge</u></p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</li> <li>• To know that Britain still has 14 overseas territories located around the world</li> <li>• To know that some of those territories are still fought or argued over</li> <li>• To explain what it means to be a colony.</li> <li>• To describe and explain why Britain wanted to have such a large Empire</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>• Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation</li> <li>• evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views</li> <li>• Annotate map to show the spread of the British Empire- identify changes in borders.</li> </ul> |



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|                |  | <ul style="list-style-type: none"> <li>To understand the role of woman within WW2/war effort and its importance.</li> </ul> <p><u>Historical Skills</u></p> <ul style="list-style-type: none"> <li>To create an accurate timeline of events studied within WW2 – being able to identify key dates i.e 1<sup>st</sup> September 1939 – Hitler’s invasion of Poland.</li> <li>Discuss similarities and differences between a time period studied and the times of WW2. What was life like for people? Can you make any connections with other time periods? Vikings invading Britain. Can you find trends with invasions?</li> <li>To use sources within lessons and decide if the source is reliable/factual to the time. Use German propaganda to support biased views. Would you use this as an accurate source of factual information?</li> <li>To use sources to draw conclusions about the time periods – power of women within the war – what does this tell you about life in Britain whilst the war was happening.</li> </ul> |  |
| Key Vocabulary |  | war, Allies, Axis, Blitz, D-Day, surrender, rationing, Magna Carta,  | Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire |

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| <p><u>Sticky Knowledge</u></p>  |  | <ul style="list-style-type: none"> <li>• Know that World War 2 began in 1939 when Germany invade Poland. Two days later, Britain and France declared war on Germany.</li> <li>• The Battle of Britain occurred in the air in 1940.</li> <li>• World War 2 ended on 7<sup>th</sup> May, 1945. VE Day is celebrated on 8<sup>th</sup> May every year as the day of victory.</li> <li>• Great Britain, France and later the United States made up the Allied powers; Germany, Italy and Japan where the Axis powers.</li> <li>• Understand the impact that rationing had on the country and why it was important to the success of the war effort.</li> </ul> | <ul style="list-style-type: none"> <li>• 49 former colonies joined the commonwealth</li> <li>• Argentina still believes that the Falkland islands belong to them.</li> <li>• Britain and Argentina fought a war over the islands approximately 40 years ago.</li> </ul> |
| <p><u>Recommended texts</u></p> | <p>Street Child • Gaslight • Son of the Circus • Twelve Minutes to Midnight • Darwin's Dragons • The Vanishing Trick</p> |  |   |

### Timeline progression

Year 1 – images used within the timeline

Year 2 – images with years and dates

Year 3 – years and dates

Year 4 – Years and dates with some explanation of events.

Year 5 – Years and dates with detailed explanation of events.

Year 6 – All of the above along with an accurate measured timeline showing equal distances between points on the timeline.

| Chronological Understanding                       | EYFS   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6   |
|---|--|---|--|--|---|---|--|
|   | Children talk about past and present events in their own lives and in the lives of family members. | <p>Recognise the distinction between past and present.</p> <p>Order and sequence some familiar events and objects</p> <p>Identify some similarities and differences between ways of life at different times</p> <p>Use some terms about the passing of time correctly</p> | <p>Order and sequence events and objects</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past.</p> <p>Use common words and phrases concerned with the passing of time correctly</p> | <p>Understand where the time studied fits on a timeline Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Use some dates and historical terms when ordering events and objects.</p> <p>Sequence several events or artefacts</p> <p>Explore trends and changes over time.</p> | <p>Use dates and historical terms when ordering events and objects</p> <p>Identify where people and events fit into a chronological framework.</p> <p>Explore links and contrasts within and across different periods of time.</p> <p>Use terms related to the period and begin to date event</p> <p>Understand more complex terms e.g. BC/AD</p> | <p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p> | <p>Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Analyse links and contrasts within and across different periods of time including short-term and long-term time scales</p> |
| Knowledge and Understanding of events in the past | Children talk about past and present events in their own lives and in                              | Recognise the difference between the past and present in their  | Recognise why people did things, why events happened and what  | Compare periods studied with our life today  | Identify key features and significant events of time studied  | Examine causes and results of significant events and the impact on people   | Compare beliefs and behaviour with another time studied  |

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|                           | the lives of family members.  | own and others' lives<br><br>To know and recount episodes from stories about the past   | happened as a result<br><br>Identify similarities and differences between ways of life at different times  | Identify reasons for and results of people's actions<br><br>Understand why people may have wanted to do something  | Look for links and effects in time studied<br><br>Offer a reasonable explanation for some events   | Compare life in early and late 'times' studied<br><br>Compare an aspect of life with the same aspect in another period   | Understand continuity and change<br><br>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation<br><br>Know key dates, characters and events of time studied   |
| Historical Interpretation | Children know about similarities and differences between themselves and others. | Make simple observations about different people, events, beliefs 'and communities.<br><br>Uses stories to encourage children to distinguish between fact and fiction.<br><br>Compare adults talking about the past – how reliable are their memories? | Compare two versions of a past event<br><br>Compare pictures or photographs of people or events in the past<br><br>Discuss reliability of photographs / accounts / stories<br><br>Recognise some basic reasons why people in | Identify and give reasons for different ways in which the past is represented<br><br>Distinguish between different sources – compare different versions of the same story<br><br>Look at representations of the period – museum, cartoons etc.<br><br>Recognise that our knowledge of the past is constructed from | Look at the evidence available<br><br>Recognise how sources of evidence are used to make historical claims.<br><br>Begin to evaluate the usefulness of different sources<br><br>Use textbooks and historical knowledge | Compare accounts of events from different sources – fact or fiction<br><br>Offer some reasons for different versions of events<br><br>Evaluate sources and make simple inferences. | Link sources and work out how conclusions were arrived at<br><br>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion<br><br>Be aware that different evidence will lead to different conclusions<br><br>Give some reasons for contrasting arguments and interpretations of the past.<br><br>Recognise that some events, people, and |

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|                    |  |  | the past acted as they did  | different sources of evidence.<br><br>Recognise that different versions of past events may exist.<br><br>Describe some of the ways the past can be represented.  |   |   | changes are judged as more significant than others.   |
| Historical enquiry | Children talk about past and present events in their own lives and in the lives of family members. | Find answers to simple questions about the past from sources of information e.g. artefacts<br><br>Use sources to answer simple questions about the past.<br><br>Choose parts of stories and other sources to show what they know about the past.<br><br>Identify some of the basic ways in which the past can be represented | Use a source – observe or handle sources to answer questions about the past based on simple observations<br><br>Ask and answer simple questions about the past through observing and handling a range of sources.<br><br>Consider why things may change over time.<br><br>Choose parts of stories and | Use a range of sources to find out about a period<br><br>Observe small details – artefacts, pictures<br><br>Select and record information relevant to the study<br><br>Begin to use books and the internet for research<br><br>Use sources to answer historically valid questions. | Use evidence to build up a picture of a past event<br><br>Choose relevant material to present a picture of one aspect of life in time past.<br><br>Ask a variety of questions<br><br>Use books and the internet for research<br><br>Use sources to address historically valid questions and hypotheses. | Begin to identify primary and secondary sources<br><br>Use evidence to build up a picture of a past event<br><br>Select relevant sections of information<br><br>Use books and the internet for research with increasing confidence<br><br>Use a wider range of sources as a basis for research to answer questions and to test hypotheses | Recognise primary and secondary sources<br><br>Use a range of sources to find out about an aspect of time past<br><br>Suggest omissions and the means of finding out<br><br>Bring knowledge gathered from several sources together to form contrasting arguments<br><br>Confidently use books and the internet for research<br><br>Regularly address and sometimes devise |



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|                                       |  |  | <p>other sources to show what they know about significant people and events.</p>  |   | <p>Recognise why some events happened and what happened as a result.</p> <p>Identify historically significant people and events in different situations.</p>                           | <p>Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Choose relevant sources of evidence to support lines of enquiry.</p>  | <p>historically valid questions and hypotheses.</p> <p>Describe the impact of historical events and changes.</p>   |
| <p>Organisation and communication</p> | <p>Children talk about past and present events in their own lives and in the lives of family members</p> | <p>Describe special or significant events.</p> <p>Retell simple stories or events from the past.</p> <p>Use simple historical terms.</p> | <p>Talk about what / who was significant in simple historical accounts.</p> <p>Demonstrate simple historical concepts and events through roleplay, drawing and writing.</p> | <p>Discuss some historical events, issues connections and changes.</p> <p>Select and organise historical information to present in a range of ways.</p> <p>Use relevant historical terms and vocabulary linked to chronology.</p> | <p>Discuss significant aspects of, and connections between, different historical events.</p> <p>Select and organise relevant historical information to present in a range of ways.</p> | <p>Discuss and debate historical issues.</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Construct responses to historical questions and hypotheses that involve selection and organisation of</p> | <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues</p> <p>Use appropriate vocabulary when discussing, describing, and explaining historical events.</p> <p>Construct informed responses to historical questions and hypotheses that involve</p> |



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|  |  | <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> <li>• Discussion,</li> <li>• Drawing pictures,</li> <li>• Drama / roleplay</li> <li>• Making models</li> <li>• Writing</li> <li>• Using computing</li> </ul> | <p>Use a variety of historical terms and concepts.</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> <li>• Discussion,</li> <li>• Drawing pictures,</li> <li>• Drama / roleplay</li> <li>• Making models</li> <li>• Writing</li> <li>• Using computing</li> </ul> | <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> <li>• Discussion,</li> <li>• Drawing pictures,</li> <li>• Drama / roleplay</li> <li>• Making models</li> <li>• Writing</li> <li>• Using computing</li> </ul> | <p>Use relevant and appropriate historical terms and vocabulary linked to chronology</p> <p>Recall, select and organise historical information.</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> <li>• Discussion,</li> <li>• Drawing pictures,</li> <li>• Drama / roleplay</li> <li>• Making models</li> <li>• Writing</li> <li>• Using computing</li> </ul> | <p>relevant historical information including dates and terms.</p> <p>Choose relevant ways to communicate historical findings.</p> <p>Recall, select and organise historical information.</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> <li>• Discussion,</li> <li>• Drawing pictures,</li> <li>• Drama / roleplay</li> <li>• Making models</li> <li>• Writing</li> <li>• Using computing</li> </ul> | <p>thoughtful selection and organisation of relevant historical information</p> <p>Choose the most appropriate way of communicating different historical findings.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Communicate knowledge through:</p> <ul style="list-style-type: none"> <li>• Discussion,</li> <li>• Drawing pictures,</li> <li>• Drama / roleplay</li> <li>• Making models</li> <li>• Writing</li> <li>• Using computing</li> </ul> |
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| Subject specific vocabulary & Language of chronology | EYFS   | Year 1-plus (EYFS)  | Year 2 (same as EYFS and Year 1)  | Year 3-Same as EYFS and Key Stage 1 plus:  | Year 4-Same as previous year groups plus:   | Year 5-Same as previous year groups plus:   | Year 6-Same as previous year groups plus:  |
|--|--|---|---|--|---|---|--|
|  | <p>Historian, history, long ago, past, present, future now, then, remember timeline, order</p> | <p>Artefact, century chronological order, living memory, memories opinion, fact source, interpret enquire/enquiry AD, ACE, BC, BCE, decades</p> | <p>Impact, research, evidence experts, significant, recent, lifetime, years</p> | <p>Era/period, BCE (Before Common Era) CE (Common Era) BC (Before Christ) AD (Anno Domini) archaeologists / archaeology museum, pre-history bias, excavate</p> | <p>Consequences, change, continuity, cause / causation infer, suggest, conclusion</p> | <p>Primary secondary source, reliable, extent of change, extent of continuity, evaluate, reliable, eyewitness, Monarchy</p> | <p>Legacy, ambiguous, consequences, omits, ancient, modern, millennia, epochs, century. They will develop an understanding of 21<sup>st</sup> century being years 2000s and the 20<sup>th</sup> century being 1900s etc.</p> |