

Desford Community Primary School





History Progression of Knowledge and Skills EYFS – Year 6







History at Desford Community Primary School is separated into five strands. All of the strands are progressive except Topic Knowledge which isn't always so, however it has been included in the plan for reference as it is important for widening pupils' Chronological Awareness and understanding of Substantive (abstract) concepts.

Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

This knowledge is not included on the progression document because it is not always progressive. It is, however, important in widening pupils' Chronological awareness and understanding of Substantive (abstract) concepts.

Chronological awareness

Understanding language related to chronology
Building a mental timeline of the chronological
order of periods

Developing awareness of general features of
periods

Knowing particular dates and events

Substantive (abstract) concepts

Power (monarchy, government and empire)
Invasion, settlement and migration
Civilisation (social and cultural)
Tax and trade
Beliefs
Achievements and follies of mankind

Disciplinary concepts

Change and continuity
Similarities and differences
Cause and consequence
Historical significance
Sources of evidence
Historical interpretations

Historical enquiry

Posing a historical question
Gathering, organising and evaluating
evidence
Interpreting findings, analysing and making
connections
Evaluating and drawing conclusions
Communicating findings







Substantive knowledge strands

Disciplinary strands

Substantive Chronological Topic knowledge (abstract) concepts awareness Disciplinary Historical enquiry concepts Historical knowledge







EYFS										
History	I wonder what happened in the past	I wonder how we know about dinosaurs								
Chronological Awareness	 Comment on images of familiar situations in the past Know some similarities and differences between things in the past and now To talk about the past through setting, characters and events encountered in books read in class and storytelling Order events chronologically and place them on a timeline Identify and discuss vocabulary related to the past and present 									
Sources of Evidence (Disciplinary concepts)	Ask questions and learn facts using photos, videos, books and talking to people with different experiences									
Historical Significance (Disciplinary concepts)	 Talk about the lives of the people around them and the roles in society Drawing on their experiences and what has been read in class Opportunities to talk about their families and share photos and information from home 									
Similarities and differences (Disciplinary concepts)	 Know some similarities and difference Compare and contrast characters from Name and describe people who are 	om stories, including figures from the past								







YEAR 1 – AUTUMN TERM											
History How have toys changed over time? Kapow Primary	What is your favourite toy now compared to the past? (baby v now)	Which toys were played with in recent living memory? (Interview a retired person)	What were toys like 100 years ago? (artifacts and museum trip)	What's similar and different about toys in the past and toys now?	How have teddy bears changed? (bring favourite teddy in)	What do you think toys will be like in the future?	Vocabulary				
Learning Objective	To discuss a favourite toy and compare it to my past.	To find out which toys the older generation played with.	To investigate what toys were like 100 years ago.	To compare toys in the past to toys now.	To investigate how teddy bears have changed	To predict the future changes of toys.	artefactcenturydecadedifferent				
Chronological Awareness Substantive		 Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts from different periods of time. 									
(abstract) concepts	 Achievements of mankind: To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) 										
Disciplinary concepts	 Similarities and 	 Cause and consequence: To know that everyday objects have changed as new inventions and materials have been created Similarities and differences: To know that there are similarities and differences between their lives today and their lives in the past. Sources of evidence: using artefacts, photographs to answer simple questions about the past. Sources of evidence: to know that artefacts tell us about the past. 									
Historical enquiry	○ Gather										
Cross curricular											
Real Life											







YEAR 1 – SUMMER TERM									
History How did we learn how to fly?	Who were the Wright brothers?	When was the first flight?	Who was Bessie Coleman?	Who was Amelia Earhart?	Why was the moon landing special?	How did we learn how to fly?	Vocabulary		
Learning Objective	To find out about the Wright brothers	To develop an understanding of historical significance	To investigate why Bessie Coleman is significant	To develop an understanding of primary sources	To investigate why we remember the moon landing	To place events on a timeline.	 beyond living memory evidence eyewitness 		
Chronological Awareness		 To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. Sequencing five events on a timeline. To know that within living memory is in the past 100 years 							
Substantive (abstract) concepts	 Achievements of mankind: to begin to identify achievements and inventions that still influence their own lives today Achievements of mankind: to know the legacy and contribution of the inventions 								
Disciplinary concepts	 Historical significance: discussing who was important at historical event Sources of evidence: to identify a primary source Cause and consequence: asking one question about why people did things and what happened as a result. Cause and consequence: To know that changes in flight have come about because of improvements in technology. 								
Historical enquiry	 Gathering, organising and evaluating evidence: Drawing out information from sources Interpreting findings, analysing and making connections: Making simple inferences and deductions from sources of evidence Communicating findings: Expressing a personal response to a historical event 								
Cross curricular links	Maths – recognising vocabulary linked to measurement								
Real Life			Mae Jemison – firsTim Peake – British	st black woman in Spa n man who lived in spa					







			YEAR 1 – S	PRING TERM	1				
History How have explorers changed the world?	What is an explorer?	Where have explorers travelled and when?	Who was Christopher Columbus and what did he do?	Who was Matthew Henson and what did he do?	How has exploration changed?	How can we remember them?	Vocabulary		
Learning Objective	To know what an explorer is.	To recognise the achievements of different explorers.	To record events on a timeline.	To use photographs to find out about the past.	To recognise changes and similarities over time.	To describe the significance of people and events in history.	 achievement beyond living memory coat of arms 		
Chronological Awareness		o Whole school timeline: o To know that a timeline shows the order in which events in the past happened. o To know that we start by looking at 'now' on a timeline then look back. o To know that within living memory is 100 years. o To know that beyond living memory is more than 100 years ago. □ Unit o To know that 'the past' is events that have already happened. o To know that 'the present' is time happening now. o Placing three or four simple events on a simple timeline.							
Substantive (abstract) concepts	 To know that over a hundred years ago is 'beyond living memory'. Achievements of mankind: To be aware of the achievements of significant individuals (explorers). 								
Disciplinary concepts		 Sources of evidence: to know that photographs can tell us about the past Change and continuity: to describe simple changes and ideas/objects that remain the same Cause and consequence: asking why things happen and begin to explain why with support 							
Historical enquiry	 Posing historical questions: Asking questions about photographs Gathering, organising and evaluating evidence: Making simple observations about the past from a source. Communicating findings: Describing past events and people by drawing or writing or through discussion. 								
Cross curricular links		Geography - continents and oceans (Y1) Geography – Would you rather live in a hot or cold place? (Y2)							
Real Life		0	Felicity Aston – curre	nt Arctic explorer and	activist				







YEAR 2/3 – AUTUMN TERM How have schools Would you have What is similar and **History** changed within living Were schools different How have schools preferred to go to How was school different about schools different in the 1900s? in the past? memory? different in the past? changed? school in the past? in the past? Vocabulary To express a To compare a o past To investigate what To investigate what To find out how Learning modern classroom To compare three personal timeline 0 school was like in the schools were like in the schools have changed with a classroom 100 periods of time. objective response to date over time. past. 1900s. 0 vears ago. History. different Whole school Timeline decade o To know that events in history may last different amounts of time. present o Placing events on a timeline, building on times studied in Year 1. important Beginning to recognise how long each event lasted. Chronological similar **Awareness** modern Unit living Sequencing 4-6 events on a timeline memory To know a decade is ten years evidence o To know that beyond living memory is more than 100 years ago. source **Substantive** decade (abstract) beyond concepts living o Change and continuity: To know that daily life has changed over time memory **Disciplinary** o Cause and consequence: To know changes may come about because of improvements in technology preferred o Similarities and differences: To know that there are explanations for similarities and differences between children's lives now concepts and in the past o **Posing historical questions:** Asking a range of questions about events and people Historical o Interpretating findings, analysing and making connections: Making comparisons and links across a unit enquiry o **Communicating findings:** Expressing a personal response to a historical event through discussion, drawing and writing. Cross curricular links **Real Life** o Betty Campbell - Britain's first black headteacher









YEAR 2/3 – SPRING TERM									
Would you rather live in the Stone, Bronze or Iron age?	How did prehistoric man live? What does Skara Brae tell us about life in the Stone Age?		Who was the Amesbury Archer?	What did bronze change life in the Stone Age?	How did trade change the Iron Age?	What changed between the Bronze Age and the iron age?	Vocabulary		
Learning Objective	To recognise that prehistory was a long time ago and was the beginning of the history of mankind. To use archaed evidence to lead prehistoric house and was the prehistoric house archaed evidence to lead prehistory of mankind.		arn about	To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.	To explain how bronze transformed prehistoric life.	To understand the importance of trade during the Iron Age	To compare settlements in the Neolithic and Iron Age.	Stone AgeBCADprehistory	
Chronological Awareness	 Using common words and phrases relating to the passing of time Know where people and events they study fit into chronological framework To begin to recognise how long events lasts know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of Using common words and phrases relating to the passing of time Sequencing events on a timeline, referring to times studied in KS1 to see where the outline studied on a timeline. Placing the time studied on a timeline. To know that prehistory is divided into Palaeolithic, Mesolithic, Neolithic, bronze age, and iron studied on the passing to time and the duration of historical events in the periods of time and the duration of historical events in the prehistory is divided into Palaeolithic, Mesolithic, Neolithic, bronze age, and iron studied in KS1 to see where the outline in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of historical events in the periods of time and the duration of t						, and iron age periods. erials that were commonly the year 0.	o period o Palaeolithic o Mesolithic o Neolithic o Skara Brae o settlement o archaeological evidence o evidence o limitations o Amesbury Archer	
Substantive (abstract) concepts		life in different periods. Trade: To know that communities traded with each other and over the English Channel in the Prehistoric Period. Trade: To understand that trade began as the exchange of goods. Invasion, settlement and migration: To understand the earliest settlements in Britain Invasion, settlement and migration: To know that settlements changed over time							
Disciplinary concepts	 understand some of the ways in which we find out about the past and identify different ways in which with it is represented. Change and continuity: Comparing different periods in history and identifying changes and continuity between different periods in history Similarities and differences: identifying similarities and differences between different periods in history Similarities and differences: Using evidence to build up a picture of the past 						durationsimilaritiesdifferencesbronze		
Historical enquiry		coppertintradeimport							
Cross curricular links		Art and DT- creating Stone Age pouches							
Real Life			о Во	udicca – warrior queen of	the Icini people during th	ne Iron Age		 barter change continuity tribes king/chief reconstruction 	







YEAR 2/3 – SUMMER TERM **History** What did the Ancient What is a monarch? Why and how did the Who were the Ancient Who were the Ancient Egyptians believe? Why and how did the Egyptians build the Egyptians and when did Egyptian Gods and Vocabulary Egyptians mummify How do we know about pyramids? Goddesses? they live? people? Ancient Egypt today? To explain how and why To know when and To know when and To explain the To explain the To understand the importance of the significance of the the Egyptians where the Ancient where the Ancient impact of Howard Learning Egyptians lived and Egyptians lived and Egyptian gods and pyramids and what mummified people. Carter's findings of afterlife **Objective** order events order events goddesses. they represented Tutankhamun. Book of the (primary and chronologically. chronologically. secondary sources) Dead • Using common words and Whole School Timeline: civilisation o To know that we can use dates to work out the interval between periods of time and the duration of historical events or phrases relating to the passing historically Chronological periods. of time significant Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. • Know where people and events **Awareness** Sequencing up to eight key events on a timeline, using BC and AD o immortal they study fit into chronological mummification framework preserve Civilisation: To understand that society was organised in different ways in different cultures and consisted of different **Substantive** o **Power**: To know that a monarch in groups with different lifestyles Ra 0 (abstract) o Power: to understand social hierarchies Beliefs: to know that there are different beliefs in different cultures, times and the UK is a king or queen. River Nile groups and begin to compare concepts Sarcophagus o Achievements of mankind: to be aware of the achievements of the Ancient Egyptians Old Kingdom o **Sources of evidence:** Use a range of sources to find out about a period (primary and secondary) Identify similarities and (2575-2130 o Historical interpretation: Exploring different representations from the period differences between ways of **Disciplinary** life in different periods o Cause and consequence: Identifying the consequences of events and actions of people BC); concepts o Historical Significance: To know that significant archaeological findings are those in which changed many Middle people's lives and how we see the past Kingdom o Gathering, organising and evaluating evidence: Using a range of sources to construct knowledge of the Ask and answer questions (1938-1630 choosing and using parts of past. Historical BC); o Communicating findings: Communicating knowledge and understanding in a variety of ways. stories and other sources to o Interpreting findings, analysing and making connections: Asking the question "How do we know?" New Kingdom show understanding and key enquiry features of events (1539-1075 BC); o Geography - locational knowledge and human and physical features of a place **Cross** Late period ○ **Art** – canopic jars curricular (656-332 BC); Macedonian links and Ptolemaic o Cleopatra – Egyptian Pharaoh Salima Ikram – current professor of Egyptology Egypt (332-**Real Life** 30BC).







YEAR 3 – SUMMER TERM History Where and when was What did the Ancient What did the Ancient How did the ancient **Ancient Greece?** How did the Olympic What were ancient Greek Vocabulary Greeks achieve? Greeks believe in? **Greeks fight?** make big decisions? games begin? families like? Mainland To describe the day-to-To use primary To explain the structure Islands day life of ancient sources (pottery, To describe Ancient of political systems To order events City Greeks including images) to find out To know how the Greek Gods and chronologically and (democracy) in Ancient Learning homes, clothes, toys about Greek soldiers Olympic Games began City state identify overlaps in Goddesses and Greece and evaluate and compare with the and food and how it **Objective** and write a recount Athens periods of history compare with Egyptian the fairness To different for rich and Olympic Games today. as a Hoplite soldier Sparta studied so far. Gods and Goddesses. compare with our poor people (or using subject specific Corinth political system today. enslaved people). vocabulary. Olympia o Using dates to work out the interval between periods of time and the duration of historical events or periods. Tunic Courtyard o Placing the time studied on a timeline. Loincloth Using dates and terms related to the unit and passing of time. Chronological Enslaved Temple **Awareness** Sequencing up to eight events on a timeline Mount Olympus o Noticing connections and overlaps between periods of ancient history studied so far (Sone/Bronze/Iron Age and Ancient Persians Hoplite Egyptians). Phalanx o **Civilisation**: To know that education existed in some cultures, times and groups. linothorax. **Substantive** o **Power:** To understand that societal hierarchies and structures existed including aristocracy and peasantry. Greaves (abstract) o **Power (government):** To begin to understand democracy **Xiphos** o Achievements: to know the achievements of the ancient Greeks concepts aspis or hoplon o **Beliefs:** To compare the beliefs in different cultures, times and groups. doru Olympic o Sources of evidence: Using a range of sources to find out about a period. **Disciplinary** Democracy o Historical Interpretations: Exploring different representations from the period e.g. pottery, written evidence and artefacts. Government concepts o Change and continuity: Comparing different periods of history Ekklesia 0 o Making connections: Making links and connections across a period of time, cultures and groups Boule Dikasteria Historical o **Evaluating and drawing conclusions:** Recognising similarities and differences between past events and today 0 o **Evaluating and drawing conclusions:** Understanding how the past has shaped society today enquiry o Communicating findings: Creating a simple, written reconstruction of a past events using the evidence available o English - Greek myths **Cross** o Geography - locational knowledge curricular o **PE –** Sports in the Olympics links Princess Cynisca of Sparta – the first woman to win a race as a chariot owner against men **Real Life**







YEAR 4 – AUTUMN TERM **History** Why did the Why did the Romans **How did Britons** Romans settle in invade and settle in respond to the Roman What do artefacts tell Why was the Roman How did the Romans Why was the Roman Vocabulary Britain? us about life in Roman **Britain?** invasion? army so successful? change modern army so successful? times? (link to Iron Age from (Part 2) **Britain?** (Part 1) Y3) To understand why the To create a visual To understand how To understand Roman To make inferences o Boudicca To identify the Roman Romans invaded interpretation of Roman soldiers were about life in Roman army battle Learning empire 0 legacy in Britain. Britain. Boudicca. equipped for war. formations. times. inference **Objectives** invasion legacy Romans Place the time studied on a timeline. Chronological settlers o To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. **Awareness** o To know that prehistory is the period of time before written methods and stretches until the Roman invasion in CE 43. To know that history is divided into periods of history eg ancient times, middle ages and modern. o **Power:** To understand the expansion of empires and how they were controlled across a large empire. o **Power:** To understand why some empires fall **Substantive** o **Invasion settlement & migration:** To know that settlement created tensions and problems. (abstract) o **Trade:** To understand that the Roman invasion led to a great increase in British trade with the outside world. concepts o **Achievements of mankind:** To be able to identify achievements and inventions that still influence our lives today from Roman times. o Change and continuity: To know that change can be brought about by advancement in materials. **Disciplinary** o **Sources of evidence:** To know that we can make inferences and deductions using images from the past. concepts o Sources of evidence: To know that archaeological evidence can be used to find out about the past. o **Gathering, organising and evaluating evidence:** Using a range of sources to construct knowledge of the past and answer auestions. Historical o Gathering, organising and evaluating evidence: Extracting the appropriate information from a historical source. enquiry o Gathering, organising and evaluating evidence: Identifying primary and secondary sources.: o **Evaluating and drawing conclusions:** Reaching conclusions that are substantiated by historical evidence. **Cross** Geography – locational knowledge (continents) curricular Music – Here come the Romans links o Septimius Severus – African roman emperor from AD 193 – 211 **Real Life** o **Boudicca** – warrior gueen of the Icini people







YEAR 4 – SPRING TERM										
History How hard was it to invade and settle in Britain? Kapow	Who were the Anglo- Saxons and the Scots?	How did the Anglo- Saxons settle in Britain?	What does Sutton Hoo tell us about Anglo- Saxon life?	How did Christianity arrive in Britain?	Was King Alfred really great?	How did Anglo-Saxon rule end?	Vocabulary			
Learning objective	To understand why the Anglo-Saxons invaded Britain	To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.	To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life	To understand how Anglo-Saxons converted to Christianity	To create an interpretation of Alfred the Great.	To understand how Anglo-Saxon rule ended.	 Angles Britons convert empire inference 			
Chronological Awareness		 Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Using dates and terms related to the unit and passing of time e.g. century, millennium, continuity, ancient Making a simple individual timelines of 8 events 								
Substantive (abstract) concepts	 Invasion, settlement and migration: To know that there were different reasons for invading Britain. Achievements of mankind: To know the legacy and contribution of the Anglo-Saxons to life today in Britain. Beliefs: To know how Christianity spread. Power: To know who became the first ruler in the whole of England. 									
Disciplinary concepts	 Change and continuity: Identifying reasons for change and reasons for continuities. Change and continuity: Identifying what the situation was like before the change occurred. Historical Interpretations: Evaluating the usefulness of different sources 									
Historical enquiry	 Posing historical questions: Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Interpreting findings: Identifying the bias of a source. Gathering, organising, evaluating evidence: Defining the terms 'source' and 'evidence'. Communicating findings: describe events orally or in writing, recognising similarities and differences with today. 									
Cross curricular links	 RE – Christianity Art – making a tapestry 									
Real Life		o Aethelf	flaed, Lady of the Mer	cians – Alfred the Gro	eat's Daughter					







YEAR 4 – SUMMER TERM History What were the Were the Vikings consequences of the Who were the Vikings raiders, traders or What do we know Were Vikings raiders **Anglo-Saxon and** Vocabulary How did the Vikings and why did they settlers? What was Viking life in about the Vikings? or traders? Viking struggle for travel? come to Britain? **Britain like? Britain?** To explain when and Anglo-Saxon To recognise bias in To examine why To extract and interpret To extract and interpret To explore the features why the Vikings came to some sources about the trading was important information from many information from many Learning Chronicle of Viking longboats. Britain. to the Vikings. Vikings sources sources balanced objective bias cause Chronological o Using dates to work out the interval between periods of time and the duration of historical events or periods. consequence **Awareness** Danelaw o **Invasion settlement and migration:** To know that there were different reasons for invading Britain. **Substantive** event o Civilisation: To understand the impact of settlers on the existing population. longboat (abstract) o **Trade:** To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. one-sided concepts o **Achievements:** To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. perspective o Changes and continuity: To know that change can be brought about by advancements in trade and technology. Viking **Disciplinary** o Sources of evidence: Observing the small details when using artefacts and pictures. o Sources of evidence: Evaluating the usefulness of different sources. concepts o **Posing historical questions**: Asking questions about the main features of everyday life in periods studied, e.g. how did people Historical o **Interpreting findings:** Understanding that there are different ways to interpret evidence. enquiry o **Evaluating and drawing conclusions:** Understanding that there may be multiple conclusions to a historical enquiry question. Cross Geography – locational knowledge and map work curricular DT – evaluating Viking longboats links **Real Life** o Lagertha - female Viking







YEAR 5 – AUTUMN TERM What can inventories **History** How did the Tudor era Why did Henry VIII What was life like in What was Henry VIII tell us about life in the begin? have so many wives? What was the really like? **Tudor Times?** Tudor England? Vocabulary reformation? To use different types of To understand why To describe the To make deductions To understand how the Tudor Battle of Bosworth evidence to interpret the Henry VIII had many religious changes that about the people in o Battle of Learning character of Henry VIII changed society. wives. occurred in Tudor Tudor England using Bosworth Battle of Bosworth times. inventories. objective Henry VII local link (Recap from Elizabeth of Y2) York o Understanding of British, history – e.g. the order of King Henry's wives. Henry VIII Chronological o Putting dates in the correct century. tyrant **Awareness** Using the terms BCE and CE in their work (BC & AD). fair 0 Using relevant dates and terms for the period and period labels – Tudor age. ruler 0 monarch **Substantive** o **Power:** To understand how the monarchy exercised absolute power. interpretation o **Power:** To understand that there are changes in the nature of society (abstract) primary source Beliefs: To be aware of the different beliefs that different times hold. concepts secondary o Beliefs: To understand the changing nature of religion in Britain and its impact source o Historical interpretations: To know that we must consider a source's audience, purpose, creator and accuracy to determine if it o bias is a reliable source. historical **Disciplinary** o **Historical interpretations:** To understand that there are different interpretations of historical figures ad events. investigation concepts o **Sources of evidence:** To understand that inventories are useful sources of evidence to find out about people from the past o Anne Boleyn o **Sources of evidence:** Use a range of sources to finds out a particular aspect of the past. Catherine of Aragon o Posing historical questions: Asking historical questions of increased difficulty eg who governed, how and with what results? Jane Seymour o **Posing historical questions:** Asking questions about the interpretations, viewpoints and perspectives held by others. Historical Anne of Cleves o Gathering, organising and evaluating evidence: Distinguishing between fact and opinion. enquiry Katherine o Gathering, organising and evaluating evidence: Recognising gaps in evidence. Howard Katherine Parr **Cross** o heir curricular o **RE** – different aspects of Christianity evidence links historical deductions o **John Blanke –** Trumpeter in the royal courts and the only black Tudor for whom we have an identifiable image o reconstruction **Real Life** o Cattelena of Almondsbury – inventory record for a woman of African origin inventory







YEAR 5 – SPRING TERM History What was the impact What impact did the Why did Britain go to of WWII? What was evacuation How were Jews treated Battle of Britain have on What was life like during Did the war change life Vocabulary war? by the Nazis? like for children? the war? the Blitz? for women? To understand the accuracy Learning To understand how the To make inferences about To understand how Jews To understand the causes emotions and To identify the place of air raid **Objective** WWII on women's lives. were trated by the Nazis. of WWII Battle of Britain was won. the Blitz using images. experiences of children Battle of Britain during the evacuation. bias The Blitz Chronological Placing the time, period of history and context on a timeline. evacuation Sequencing 10 events on a timeline **Awareness** evacuee Develop a chronologically secure understanding of British, local and world history. impact propaganda Achievements and follies of mankind: To understand the impact of war on local communities. **Substantive** purpose o **Achievements and follies of mankind:** To know some of the impacts of war on daily lives. (abstract) reliability o **Civilisation:** To understand the changing role of women and men in Britain. anti-Semitic concepts o Achievements and follies of mankind: to understand that people from the past were as inventive and sophisticated in thinking as people today. o **Change and continuity:** To know that change can be brought about by conflict. **Disciplinary** o Change and continuity: Identifying the reasons for changes and continuity. o Cause and consequence: Giving reasons for historical event, the results of historical events, situations and changes. concepts o Historical significance: Explain the significance of events, people and developments. o **Gathering, organising and evaluating evidence:** Using different sources to make and substantiate historical claims. o Gathering, organising and evaluating evidence: considering a range of factors when discussing the reliability of sources e.g. Historical audience, purpose, accuracy, the creators of the source. enquiry Evaluating and drawing conclusions. Making connections, drawing contrasts and analysing with a period. o English - Rose Blanche book Cross Music – Songs of WWII curricular links ○ **Noor Inayat – Kahn** – Muslim British spy **Real Life** o **Alan Turning** – responsible for breaking the Enigma Code







YEAR 5 – SUMMER TERM **History** How did the Maya What similarities and civilisation compare What do archaeological differences existed Vocabulary The decline of Maya Who were the Maya to the Anglo-How did the Maya What did the Mava remains tell us about between Maya and cities: man-made or and where did they Saxons? settle in the believe? Maya cities? Anglo-Saxon homes? natural disaster? live? rainforest? Kapow To recognise when and To evaluate the To compare and To explain the To design a map of a To evaluate the reasons abandon Learning challenges of settling in contrast Anglo-Saxon importance of Maya where the ancient Maya Maya city for the decline of the city-state **Objective** the rainforest. and Maya houses. gods and goddesses. Maya cities. Classic period lived. creation story Chronological o Relating the current study on timeline to other periods of history studied. decline deforestation o Comparing and making connections between different contexts in the past. **Awareness** drought Developing a chronologically secure understanding world history across the periods studied. hieroglyphics pyramid o **Belief:** To be aware of the different beliefs that different cultures, times and groups hold. rainforest o Achievements and follies of mankind: To know that new and sophisticated technologies were advanced which allowed cities slash and burn **Substantive** to develop. tropical rainforest (abstract) o **Achievements and follies of mankind:** To understand that people in the past were as inventive and sophisticated in thinking as concepts people today. o Achievements and follies of mankind To be able to compare the achievements of different civilisations and groups (houses). o **Power:** To know that there are different reasons for the decline of different empires (yr 4 romans link). o Change and continuity: Describing the links between different societies. o Change and continuity: Explaining the reasons for changes and continuity using the vocabulary and terms of the period as **Disciplinary** well. concepts o Cause and consequence: Starting to analyse and explain the reasons for, and results of historical events, situations and change o **Evaluating and drawing conclusions:** Reaching conclusions which are increasingly complex and substantiated by a range of Historical sources. enquiry o **Communicating findings:** Constructing explanations for past events using cause and effect. o Communicating findings Using evidence to support and illustrate claims Geography – Mexico **Cross** Geography – Y4 rainforests curricular links o Dr Diane Davies - specialist archaeologist on the Maya **Real Life** https://www.mavaarchaeologist.co.uk/



History

How did life change

during the 20th

century?

Learning

Objective

Chronological

Awareness

Substantive

(abstract)

concepts

Disciplinary

concepts

Historical

enquiry

Cross

curricular

links

Real Life



What were some of

the most important

events of the 20th

century?

To identify historically

significant events of the

20th century and order

on a timeline.

Knowledge and Skills - History

o Cause and consequence: To know that advancements in science and technology can be the cause of change. o Historical significance: To know that 'historically significant' events are those which changed many people's lives and had an

> o **Posing historical questions**: Identify methods to carry out research. o **Posing historical questions:** Creating a hypothesis to base an enquiry on.

o Gathering, organising and evaluating evidence: Using a range of different historical evidence to dispute the ideas, claims or

Geography – migration (Y5)

PSHE – stereotypes

Ken Henry interview – Windrush

Emmeline Pankhurst – Suffragette

perspectives of others. Evaluating and drawing conclusions: Evaluating conclusions and identifying ways to improve conclusions.

impact for many years to come.



YEAR 6 - SUMMER TERM How did the role of **How did Leicester** How did technology Who were the women change Vocabulary change through the Windrush change through the throughout the 20th 20th century? generation? 20th century? century? To know how and why Windrush the Windrush To identify how Investigation To identify the changing generation came to To conduct/evaluate a migration, technology Migration role of women in British historical investigation. the UK. and transport changed society using sources. Leicester To respond to primary Leicester. Caribbean sources (Ken Henry) Historically o To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) significant o To understand how to represent a scale on a timeline. Technology o To understand how to create their own timeline selecting significant events and sequence up to 12 events Sexism o **Invasion settlement and migration:** To understand there are increasingly complex reasons for migrants coming to Britain. Gender o **Invasion settlement and migration:** To understand that migrants come from different parts of the world. stereotypes o **Invasion settlement and migration:** To know about the diverse experiences of the different groups coming to Britain over time. o Civilisation: To understand the changing role of women and men in Britain. o Change and continuity: To know that change can be brought about by advancements in transport and travel. o Cause and consequence: To know that the actions of people can be the cause of change.







			YEAR 6 - S	PRING TERM	1					
History What does the census tell us about our local area? Kapow	-? -? -? What is the census?	What can we learn about Victorian children from the census?	What does the census suggest about the jobs available in the 1800s?	Why did some women refuse to fill out the census in 1911?	Who lived in our local area? (Part 1)	Who lived in our local area? (Part 2)	Vocabulary			
Learning Objective	To explore the purpose and creation of the census.	To use the census to investigate how the lives of people in the past changed	To explore the jobs available in the past using the census.	To make inferences about women's lives in the 1900s using the census	To reconstruct the lives of people in a household using the census.	To compare census returns and identify continuities and changes in a household	bobbinscan-hookercardingcensus			
Chronological Awareness	 Sequencing events on timeline, comparing where it fits in with times studied previously. Putting dates in the correct century Using terms BC, AD, BCE, CE in their work. 									
Substantive (abstract) concepts	 Civilisation: To understand the changes and reasons for the organisation of society in Britain. Civilisation: To be able to compare development and role of education in societies. 									
Disciplinary concepts	Sources of eviSources of evi	 Cause and consequence: To know that members of society standing up for their rights can be the cause of change. Change and continuity: To know that change can be traced using the census. Sources of evidence: To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date. Sources of evidence: To understand the types of information that can be extracted from the census. 								
Historical enquiry	 Sources of evidence: To now the most reliable sources are primary sources which were created for official purposes. Posing historical questions: Planning an historical enquiry Sources of evidence: Suggesting the evidence needed to carry out the enquiry. Evaluating and drawing conclusions: Making increasingly complex interpretations using more than one source of evidence. Communicating findings: Using historical evidence to create an imaginative reconstruction exploring the feelings from the time. 									
Cross curricular links		○ Geography – local area and types of settlement								
Real Life			○ Different hou	ıseholds within Desf	ord		 suffragette textile mill textiles William Dodd yarn 			





