



HISTORY MEDIUM TERM PLANS

Year group						
EYFS	<p>In EYFS the focus is on the retrieval and understanding of the key vocabulary relating to each specific topic, through stories and discussion. For example in Spring 1 we share, The Toymaker by Martin Waddell with a focus on key vocabulary (memories, once upon a time, and once upon another time, as the Grandmother looks back to her childhood, the way they/we used to be) and prompting discussion about generations within families and things that are old and new. In Autumn 2 we share The Light in The Night by Marie Voigt which depicts an old lantern and prompts a discussion about old and new sources of light. We discuss how we have changed from birth to becoming Year 1 ready through our Jigsaw topics Being Me in My World (Aut 1) and Changing Me (Summer 2) and discuss our family history with Jigsaw Jenie when we cover relationships (Spring 1). Improving communication and Language is at the heart of all of our learning. We encourage our children to use well formed sentences and take turns sharing and listening to each others ideas. This ensures that our children have a solid foundation in understanding the world around them which will help them to succeed in throughout their future learning in history.</p> <p>SUBSTANTIVE CONCEPTS: Memories, Once upon a time, Past, after that, finally, first, next, then, years, Changes</p>					
YEAR 1	Superheroes	Splendid Skies	Moon Zoom	Paws claws and whiskers	Bright lights, big city	Rio De Vida
SUBSTANTIVE KNOWLEGDE	<p>NC Understand the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Events beyond living memory which are significant nationally (<i>changes in Hospitals</i>)</p> <p>CORE KNOWLEDGE A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. (<i>Florence Nightingale</i>)</p>	<p>NC Understand the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>CORE KNOWLEDGE A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. (<i>Francis Beaufort</i>)</p>	<p>NC Events beyond living memory which are significant nationally or globally</p> <p>Understand the lives of significant individuals and compare aspects of lives in different periods</p> <p>CORE KNOWLEDGE Changes within living memory have happened over the last 100 years and include advances in technology, exploration – moon landing, workplaces, houses and jobs, leisure, family and social structures.</p> <p>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. (<i>Neil Armstrong and Tim Peake</i>)</p>		<p>NC Events beyond living memory which are significant nationally or globally</p> <p>CORE KNOWLEDGE Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. (<i>Great Fire of London</i>)</p>	
SUBSTANTIVE CONCEPTS (transferrable knowledge)	<p>Develop and use a wide vocabulary of historical terms such as; a long time ago, recently, years, important</p> <p>Past</p> <p>War / conflict</p> <p>National, local</p> <p>Changes</p>	<p>Develop and use a wide vocabulary of historical terms such as; a long time ago, years,</p> <p>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically</p> <p>important</p>	<p>Develop and use a wide vocabulary of historical terms such as; a long time ago, recently, when my ..., younger, years, decades,</p> <p>important</p> <p>Mission explorer</p>		<p>Develop and use a wide vocabulary of historical terms such as; a long time ago, recently, years, King, queen, royalty, timeline</p> <p>important</p>	
DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)	<p>Chronology: Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates</p> <p>Historical Enquiry: Understand some ways we find out about the past, using pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways</p> <p>Continuity and change: Discuss change and continuity in an aspect of life eg. Hospitals</p> <p>Causes and Consequences: Recognise why people did things</p> <p>Similarities and differences: Identify similarities and differences between life in different periods, including their own lives.</p> <p>Significance: recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.</p>	<p>Chronology: Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time Begin to use dates</p> <p>Historical Enquiry: Understand some ways we find out about the past, using pictures, stories and websites</p>	<p>Chronology: Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates</p> <p>Ask and begin to answer questions about events eg, when, what happened, what was it like, why, who was involved.</p> <p>Historical Enquiry: Understand some ways we find out about the past, using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events</p> <p>Interpreting History Identify different ways that the past is represented eg. Museum displays</p> <p>Causes and Consequences: Recognise why people did things Recognise why some events happened Recognise what happened as a result of these actions and events</p> <p>Similarities and differences: Identify similarities and differences between life in different periods, including their own lives.</p> <p>Significance: Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.</p>		<p>Chronology: , then demonstrate an awareness of the past using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates</p> <p>Ask and begin to answer questions about events eg, when, what happened, what was it like, why, who was involved.</p> <p>Historical Enquiry: Understand some ways we find out about the past, using pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways</p> <p>Interpreting History Identify different ways that the past is represented eg. Museum displays</p> <p>Continuity and change: Discuss change and continuity in an aspect of life</p> <p>Causes and Consequences: Recognise why people did things Recognise why some events happened Recognise what happened as a result of these actions and events</p> <p>Similarities and differences: Identify similarities and differences between life in different periods, including their own lives.</p> <p>Significance: Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.</p>	

YEAR 2	Land Ahoy	Street Detectives	Messy Mixtures	Healthy Living	Scented Garden	Beachcomber
<p>SUBSTANTIVE KNOWLEGDE</p>	<p>NC</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. C. Cook, N. Armstrong.)</p> <p>Significant historical events, people and places in their own locality</p> <p>CORE KNOWLEDGE</p> <p>Captain Cook , Neil Armstrong</p> <p>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. (Captain Cook)</p> <p>Commemorative buildings, monuments, photographs tell us about significant people, events and places in our local community's history.</p>	<p>NC</p> <p>Changes within living memory. where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality</p> <p>CORE KNOWLEDGE</p> <p>Guy Fawkes, History of Toys</p> <p>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. (Guy Fawkes)</p> <p>Changes within living memory have happened over the last 100 years due to changes in technology, inventions, society, use of materials and new ideas about how things should be done eg toys.</p>				<p>NC</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>CORE KNOWLEDGE</p> <p>Changes within living memory have happened over the last 100 years and include advances in technology – holiday, , houses and jobs, leisure, family and social structures.</p>
<p>SUBSTANTIVE CONCEPTS (transferrable knowledge)</p>	<p>Develop and use a wide vocabulary of historical terms such as; a long time ago, years, centuries Significant compare explorer discovery museum</p>	<p>Develop and use a wide vocabulary of historical terms such as; a long time ago, recently, when my ..., younger, years, decades, Modern, artefact, change, compare, memory, timeline, technology</p> <p>Guy Fawkes: Significant, parliament, monarch, throne,</p>				<p>Develop the use of a wide vocabulary of historical terms, such as a long time ago recently when my.... Were younger, years, decades, Modern, artefact, change, compare, memory, timeline, future</p>
<p>DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)</p>	<p>Chronology : Develop then demonstrate an awareness of the past using common words and phrases relating to the passing of time * Show where places people and events fit into a broad chronological framework * begin to use dates</p> <p>Historical Enquiry : ask and begin to answer questions about events e.g. when, what happened, what was it like, why and who was involved. * understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</p> <p>Interpreting History: Identify different ways that the past is represented e.g. museum displays, monuments</p> <p>Similarities/Differences: Identify similarities and differences between the ways of life in different periods including their own lives</p>	<p>Chronology: Develop then demonstrate an awareness of the past using common words and phrases relating to the passing of time</p> <p>Historical Enquiry: ask and begin to answer questions about events e.g. when, what happened, what was it like, why and who was involved. * Understand some ways we find out about the past e.g. using artefacts pictures stories and websites * communicate understanding of the past in a variety of ways</p> <p>Interpreting History: Identify different ways that the past is represented e.g. museum displays, illustrations, films, song</p> <p>Continuity and change : Discuss change and continuity in an aspect of life e.g. internet, electricity</p> <p>Causes and Consequences: Recognise why people did things. Recognise why some events happened. Recognise what happened as a result of peoples actions or events.</p> <p>Similarities/Differences: Identify similarities and differences between ways of life in different periods, including their own lives.</p> <p>Significance recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why.</p>				<p>Chronology: Develop then demonstrate an awareness of the past using common words and phrases relating to the passing of time * Show where places people and events fit into a broad chronological framework</p> <p>Historical Enquiry: ask and begin to answer questions about events e.g. when, what happened, what was it like, why and who was involved.</p> <p>Interpreting History: Identify different ways that the past is represented e.g. museum displays, illustrations, films, song</p> <p>Continuity and change Discuss change and continuity in an aspect of life e.g. holidays</p> <p>Similarities/Differences: Identify similarities and differences between ways of life in different periods, including their own lives.</p>

YEAR 3	Urban Pioneers	Predator	Tremors	Gods and Mortals	Flow	Tribal Tales
<p>SUBSTANTIVE KNOWLEGDE</p>	<p>NC Conduct a local history study. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>CORE KNOWLEDGE Analyse a range of historical information to explain how a national or international event has impacted the locality. (Invention of the Railway and finding Ore in the Cleveland Hills)</p> <p>National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. (mining and railway)</p>		<p>NC Learn about the Roman Empire and its impact on Britain. (Pompei)</p> <p>CORE KNOWLEDGE Explain the cause and effect of a significant historical event.</p>	<p>NC Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>CORE KNOWLEDGE The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Explain the cause and effect of a significant historical event. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p>		<p>NC Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>CORE KNOWLEDGE Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.</p> <p>Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy.</p> <p>Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p>
<p>SUBSTANTIVE CONCEPTS (transferrable knowledge)</p>	<p>Develop the use of appropriate subject terminology such as industry, empire, settlement, population, ancestor, civilisation, immigrant, global, local, migration.</p>		<p>Develop the use of appropriate subject terminology such as civilisation, city, archaeology, artefact, evidence.</p>	<p>Develop the use of appropriate subject terminology such as empire, civilisation, artefact, democracy, monarch, global, invention, museum, significant, slave, ancient, change, continuity, warrior</p>		<p>Develop the use of appropriate subject terminology such as, civilisation, settlement, artefact, excavation, archaeology, trade, agriculture, settler, stone age, change, chronology, period.</p>
<p>DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)</p>	<p>Chronology Develop an increasingly secure chronological knowledge and understanding of history, local, British and World. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and differences. Continuity and change Describe and begin to make links between main events, situations, and changes within and across different periods and societies. Identify and give reasons for historical, events, situations and changes. Similarities and differences Identify some of the results of historical events, situation and changes. Significance Identify and begin to describe historically significant people and events in situations.</p>		<p>Chronology Develop an increasingly secure chronological knowledge and understanding of history, local, British and World. Use correct terminology to describe events in the past. Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and differences. Suggest where we might find answers to questions, considering a range of sources. Identify and give reasons for historical, events, situations and changes. Similarities and differences Identify some of the results of historical events, situation, and changes.</p>	<p>Chronology Develop an increasingly secure chronological knowledge and understanding of history, local, British and World. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and differences. Suggest where we might find answers to questions, considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Continuity and change Describe and begin to make links between main events, situations and changes within and across different periods and societies. Similarities and differences Identify some of the results of historical events, situation and changes. Identify and begin to describe historically significant people and events in situations. Describe some of the similarities and differences between different periods.</p>		<p>Chronology Develop an increasingly secure chronological knowledge and understanding of history, local, British and World. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and differences. Suggest where we might find answers to questions, considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources. Continuity and change Describe and begin to make links between main events, situations and changes within and across different periods and societies. Similarities and differences Identify and give reasons for historical, events, situations and changes. Identify some of the results of historical events, situation and changes.</p>

YEAR 4	Autumn 1: I Am Warrior	Autumn 2: Burps, Bottoms & Bile	Spring 1: Traders & Raiders	Spring 2: Potions	Summer 1: Misty Mountain	Summer 2: Blue Abyss
SUBSTANTIVE KNOWLEGDE	<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain <p>CORE KNOWLEDGE: Develop the children’s knowledge of the Romans and Celts. Children learn about and compare the two cultures and warfare tactics, understand chronology and study key individuals.</p> <p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p> <p>SIGNIFICANT PEOPLE: Boudicca / Cassius Deo Julius Caesar</p>		<p>NC: Pupils should be taught about:</p> <ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>CORE KNOWLEDGE: Develop children’s knowledge of Britain’s early invaders and settlers. Children learn about Anglo-Saxon and Viking culture, chronology and key events.</p> <p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>SIGNIFICANT PEOPLE: The Venerable Bede King Alfred the Great</p>			
SUBSTANTIVE CONCEPTS (transferrable knowledge)	Develop and use a wide vocabulary of historical terms such as; armour, gladiator, warrior, invade, conquer, rebellion, century, craftsman, defend, emperor, empire, defeat, technology, soldier		Develop and use a wide vocabulary of historical terms such as; monastery, coast, kingdom, monk, trade, border, unite, rule, settle.			
DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)	<p>Chronology Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past</p> <p>Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</p> <p>Interpreting History Be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p>Continuity and Change Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>Causes and Consequences Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes</p> <p>Similarities and differences Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Significance Identify and begin to describe historically significant people and events in situations</p>		<p>Chronology Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past</p> <p>Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</p> <p>Interpreting History Be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p>Continuity and Change Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>Causes and Consequences Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes</p> <p>Similarities and differences Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Significance Identify and begin to describe historically significant people and events in situations</p>			

YEAR 5	Pharaohs	Stargazers	Peasants, Princes and Pestilence	Beast Creator	Scream Machine	Hola Mexico
<p>SUBSTANTIVE KNOWLEDGE</p>	<p>NC Learn about the achievements of the earliest civilisations-an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p> <p>Name significant people and events</p> <p>CORE KNOWLEDGE Develop children’s knowledge of ancient Egypt. Teach children about life on the Nile, the great pyramids and the powerful rule of the ancient pharaohs.</p> <p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</p>	<p>NC Name significant people and events</p> <p>CORE KNOWLEDGE Significant individuals – Galileo Galilei, Isaac Newton; Catherine Johnson 1960s space race</p> <p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p>	<p>NC Study an aspect or theme in British History that extends pupils chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE Develop children’s knowledge of 14th century England. Children learn about life in medieval times, including the effects and impact of the Black Death.</p> <p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</p> <p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p>		<p>NC Develop an increasingly secure chronological knowledge and understanding of history, local, British and World.</p> <p>CORE KNOWLEDGE Local history study of the steel industry Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>	<p>NC a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>CORE KNOWLEDGE Teach children about the ancient Mayan civilisation and how their environment, beliefs, architecture and mathematical knowledge made the Maya one of the most sophisticated ancient civilisations.</p> <p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p>
<p>SUBSTANTIVE CONCEPTS (transferrable knowledge)</p>	<p>Develop and use a wide vocabulary of historical terms such as; civilisation, ancient, wealthy, artefacts, sacred, scribe, discovery, significance, archaeologist, hierarchy and symbolise.</p>	<p>Develop and use a wide vocabulary of historical terms such as; international, president, explorer, segregation, justice</p>	<p>Develop and use a wide vocabulary of historical terms such as; peasantry, civilisation, treason, empire, hierarchy, rebellion and revolt. bishop, chivalry, famine, merchant, noble, parliament, plague, medieval, century, justice</p>		<p>Develop and use a wide vocabulary of historical terms such as; mining, significant, industry, discovery.</p>	<p>Develop and use a wide vocabulary of historical terms such as; ancient, empire, civilisation, parliament, peasantry, tradition, conquest, continuity, discovery, interpretation, invasion, symbolise, nation, significance and sacrifice.</p>
<p>DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)</p>	<p><u>Chronology</u> Develop increasingly secure chronological knowledge and understanding of world history Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past</p> <p><u>Historical enquiry</u> Select sources independently Analyse a range of source material to promote evidence about the past</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p> <p><u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others</p>	<p><u>Chronology</u> Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past <u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently. Construct and organise response by selecting and organising relevant historical data.</p> <p><u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p> <p><u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others</p>	<p><u>Chronology</u> Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past</p> <p><u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p><u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p> <p><u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others</p>			<p><u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p><u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p><u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did</p> <p><u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods</p> <p><u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others</p>

YEAR 6	Frozen Kingdom	Revolution	Tomorrow's World	Darwin's Delights	Child's War	ID
<p>SUBSTANTIVE KNOWLEDGE</p>	<p><i>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>CORE KNOWLEDGE <i>Emigration and exploration in the early 1900s – (Robert Falcon Scott and the Titanic)</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history (Robert Falcon Scott's expedition).</p> <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence) (Who was to blame for the Titanic sinking and life aboard the Titanic)</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>Teach children about life in Victorian times developing their knowledge about Victorian culture, including significant people and inventions of the time.</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history (used at the end of the topic as an assessment opportunity). Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration (Queen Victoria, Industrial Revolution and key inventions).</p> <p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?</p> <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion (Queen Victoria)</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies (Queen Victoria and the laws passed etc). Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs (Queen Victoria)</p> <p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole (extended write about Victorian times and slums).</p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. (extended write)</p> <p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence)</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>History of computing</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>Develop children's knowledge of evolution and inheritance. Teach children about living things and their habitats, DNA and Darwin's theory of natural selection.</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration</p> <p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>Teach children about the cause and effect of the Second World War, significant events and people and develop their empathy for what it was like to be a child at the time.</i></p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies</p> <p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity</p>	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>CORE KNOWLEDGE <i>Find out about two influential historical figures who brought about social reform. Dr Barnardo William Wilberforce</i></p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p>

SUBSTANTIVE CONCEPTS (transferrable knowledge)	analyse, accommodation, conditions, chronological, emigration	revolution, poverty, invention, commit, disadvantage, reform, coronation, industrial, punishment, reigned, offence., justice/injustice	digital, technology, communicate, innovative, research.	evolution, discovery, voyage,	rationing, evacuate, propaganda, sufficient, soldier, allies, neutral, , shelter, declared, mission, communication.justice/injustice	
DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)	<p><u>Interpreting History</u> Acknowledge different points of view expresses and explain why these are important in understanding and interpreting history (Titanic)</p> <p><u>Chronology</u> Create a timeline from dates/detail from memory (Polar Exploration)</p>	<p><u>Chronology</u> Create from memory a timeline from dates/details showing knowledge of how to check for accuracy (Victorian Timeline)</p> <p><u>Interpreting History</u> Acknowledge different points of view expresses and explain why these are important in understanding and interpreting history (Queen Victoria & Prince Albert's death) Understand that the past is represented and interpreted in different ways and give reasons for this</p> <p><u>Historical Enquiry</u> Select, organise and present relevant information from a wide range of sources (Compare the lives of rich and poor children, find out about Victorian slums, inventions and family tree)Investigate a complex historical question (How reliable are visual materials and a historical source?) Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices</p> <p><u>Significance</u> Describe how a period of history has impacted positively or negatively on modern day society (inventions) Give reasons why some events, people or developments are seen as more significant than others</p> <p><u>Causes and Consequences</u> Provide reasons and outcome of the main events and changes in historical periods showing practical knowledge of aspects of Britain and the wider world. (Crime and Punishment, Steam power and Victorian England/Death of Queen Victoria) Begin to offer explanations about why people in the past acted as they did</p> <p><u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods</p>	<p><u>Chronology</u> The History of Computing – Create a digital timeline</p> <p><u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p><u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history</p>	<p><u>Chronology</u> Create a timeline from memory using dates (Darwin's life) Put events, people and places and artefacts on a timeline</p> <p><u>Historical Enquiry</u> Select, organise and present relevant information from a wide range of sources in the most effective way for a given purpose (Mary Anning) Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p><u>Continuity and change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies</p>	<p><u>Chronology</u> Create a timeline to show key events (WW2) Put events, people and places and artefacts on a timeline</p> <p><u>Historical Enquiry</u> Use a wide range of sources to find out the events of The Blitz Analyse a range of source material to promote evidence about the past</p> <p><u>Similarities and Differences</u> Compare/contrast Jewish and German children during the war Show understanding of some of the similarities and differences between different periods</p> <p>Compare and contrast the life of a child in 1940s to now</p>	<p><u>Historical Enquiry</u> Select, organise and present relevant information from a wide range of sources in the most effective way for a given purpose (Social reform – 2 historical figures)</p> <p><u>Historical Terms</u> Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p>