

Curriculum Overview

Years FS2-6

Subject: History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2 coverage based on child-initiated learning opportunities						
Knowledge and Skills (to happen continuously through the year via Adult led and child initiated opportunities)	<p>Remembers and talks about significant events in their own experiences. Understand the difference between the past and the present. Children talk about past and present events in their own lives and in the lives of family members. Start to compare old and new Look at how long ago this was compared to the present day.</p>	<p>Remembers and talks about significant events in their own experiences. Understand the difference between the past and the present. Children talk about past and present events in their own lives and in the lives of family members. Start to compare old and new Look at how long ago this was compared to the present day.</p>	<p>Remembers and talks about significant events in their own experiences. Understand the difference between the past and the present. Children talk about past and present events in their own lives and in the lives of family members. Start to compare old and new Look at how long ago this was compared to the present day.</p>	<p>Remembers and talks about significant events in their own experiences. Understand the difference between the past and the present. Children talk about past and present events in their own lives and in the lives of family members. Start to compare old and new Look at how long ago this was compared to the present day.</p>	<p>Remembers and talks about significant events in their own experiences. Understand the difference between the past and the present. Children talk about past and present events in their own lives and in the lives of family members. Start to compare old and new Look at how long ago this was compared to the present day.</p>	<p>Remembers and talks about significant events in their own experiences. Understand the difference between the past and the present. Children talk about past and present events in their own lives and in the lives of family members. Start to compare old and new Look at how long ago this was compared to the present day.</p>

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<p>With support pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. old, new, now, then, yesterday, last week, recently, a long time ago, a very long time ago,</p> <p>Pupils start to use phrases and vocabulary from previous year group, in the Foundation Stage ‘children talk about past and present events in their own lives and in the lives of family members.’ Development Matters, 2014. Pupils can sequence an event or two related objects in order of time with support.</p> <p>When supported pupils can order two events from their lives with support Pupils can tell the difference between past and present in their own lives. Pupils will start to tell the difference between past and present in their own lives and other people’s lives.</p> <p>Pupils can begin to notice similarities and differences between events and artefacts. Pupils can recall some facts before they were born e.g. about their family Recount a main event from a significant time in their own lives and start to talk about the impact it had on them. Pupils can listen to eye witness accounts from grandparents. Pupils can study an area of local history. Pupils will compare themselves to an older family member and notice some differences.</p> <p>With support pupils can give a simple verbal explanation to why things are different.</p> <p>Pupils can look at books, videos, photographs, pictures and artefacts to find out about the past. Pupils should explore events and artefacts from the past and ask and answer simple questions e.g. which things are old/new? What were people doing? What is this object used for? Pupils should communicate ideas about history in their lives and use a variety of approaches such as role-play, ICT, speaking and listening, drawing and storytelling. Pupils should sort events and objects into groups to show then and now.</p>						

Key Vocabulary	History, day, week, month, year, today, yesterday, tomorrow, before, past, present, future compare, old, new, a long time ago, timeline, evolution, King, Queen, explorer, location, grandparents, great grandparents		
	Term 1 (6.5 weeks)	Term 3 (6 weeks)	Term 6 (7 weeks)
Y1	Growing up-then and now	Queens of the ages	Full steam ahead!
Knowledge	<ul style="list-style-type: none"> To know that The Victorian era started in 1837 and ended in 1901 To know that the Victorians were the people that lived during the reign of Queen Victoria To know that during Victorian times children were made to work dangerous places like coal mines or chimney sweeps. To know that the Victorians did not have as many toys as we do today. To know that poor Victorian children made their own toys e.g. peg dolls. To know that most Victorian toys were made out of wood. To know what toys our parents and grandparents played with and what these were made of. To know that toys today can be made out of lots of different materials including wood, plastic, metal and that some can move by themselves. <p style="text-align: center;">Black History- Rosa Parks</p> <ul style="list-style-type: none"> To know that on 1st December 1955 Rosa Parks refused to give up her seat on a bus for a white person. To know that Rosa Park's actions caused other African Americans to boycott bus travel. To know that because of Rosa Parks brave actions, this caused changes to how African Americans were treated. 	<ul style="list-style-type: none"> To know that Queen Victoria reigned from 1837-1901 To know that Queen Victoria was the longest reigning monarch until now. To know that Queen Elizabeth 11 reigned from 1952-the present day To know that Queen Victoria was 18 when she became Queen To know that Queen Elizabeth 11 was 25 when she became Queen To know that Queen Victoria had 9 children compared to Queen Elizabeth who had 4 children To know that Queen Victoria brought about lots of good changes to Britain. To know that during Queen Victoria's reign electricity, the railway and automobiles were invented. To know that during Queen Elizabeth 11 reign televisions, the internet and computers were invented. 	<ul style="list-style-type: none"> To know that the first train was invented in 1804 To know that people in Victorian times travelled by steam train To know that steam trains were powered by coal and steam To know that Victorian steam trains had third class carriages with no roof and hard wooden seats. To know that the Victorians would travel by steam train to the seaside. To know that modern trains are powered by battery and electricity To know that modern trains can travel all over the country and that they travel much faster <p style="text-align: center;">Local history -The white horses</p> <ul style="list-style-type: none"> To know that there are 4 local white horses To know that the white horses are made out of chalk <ul style="list-style-type: none"> To know why the white horses are there

<p>Skills</p>	<ul style="list-style-type: none"> • C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>old, new, now, then, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my _____ were younger.</i> • C1 Pupils should also be able to confidently use phrases and vocabulary from previous year group, in the Foundation Stage <i>'children talk about past and present events in their own lives and in the lives of family members.'</i> Development Matters, 2014. • C2 KPI Pupils can sequence an event or two related objects in order of time using key vocabulary to support them. • K3 Recount a main event from a significant time in their own lives and the impact it had on them. • I1 KPI Pupils will look at the similarities and differences of two different recounts within their own lives, comparing themselves to an older family member. • E2 KPI Pupils should explore events and artefacts from the past and ask and answer simple questions e.g. which things are old/new? What were people doing? What is this object used for? • O2 Pupils should sort events and objects into groups to show then and now. Pupils should use timelines to order events and objects. 	<ul style="list-style-type: none"> • C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>old, new, now, then, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my _____ were younger.</i> • C1 Pupils should also be able to confidently use phrases and vocabulary from previous year group, in the Foundation Stage <i>'children talk about past and present events in their own lives and in the lives of family members.'</i> Development Matters, 2014. • C3 Pupils can tell the difference between past and present in their own lives and significant people in history. • K1 KPI Pupils should tell the difference between past and present in their own lives and other people's lives; and begin to suggest why something might be different. • K2 Pupils can recall some facts about people before living memory • O1 Pupils should communicate ideas about history in their lives using one approach such as role-play, ICT, speaking and listening, drawing and storytelling. • O1 KPI Pupils should communicate ideas about history in their lives using one approach such as role-play, ICT, speaking and listening, drawing and storytelling. 	<ul style="list-style-type: none"> • C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>old, new, now, then, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my _____ were younger.</i> • C1 Pupils should also be able to confidently use phrases and vocabulary from previous year group, in the Foundation Stage <i>'children talk about past and present events in their own lives and in the lives of family members.'</i> Development Matters, 2014. • K4 Pupils can listen to eye witness accounts from grandparents. • K4 Pupils can study an area of local history. • E1 KPI Pupils can look at books, videos, photographs, pictures and artefacts to find out about the past. • K1 Pupils can begin to describe similarities and differences between events and artefacts. • I2 Pupils can give a simple verbal explanation to why things are different.
<p>Key Vocabulary</p>	<p>Victorians, old, new, chimney sweep, toys, parents, grandparents, materials</p>	<p>Queen Victoria, reign, invention, change, monarch</p>	<p>Train, invention, travel, steam, powered, coal, modern</p>

	Term 1 (6.5 weeks)	Term 3 (6 weeks)	Term 5 (6 weeks)
Year 2	London's burning!	Infinity and beyond	How we travel
Knowledge	<ul style="list-style-type: none"> To know that The Great Fire of London started in a bakery on Pudding Lane on 2nd September 1666. To know that the fire burned for 4 days and was finally put out on Thursday 6th September 1666. To know that the fire destroyed St Paul's Cathedral. To know that Samuel Pepys wrote a diary about the fire and that has helped us to know what we know today. To know that they used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks. To know that in 1666 the buildings in London were made of wood and straw and were close together so the fire spread very quickly. To know that after the fire King Charles ordered that buildings should be rebuilt in brick or stone and the streets made wider. 	<ul style="list-style-type: none"> To know that we can learn about the past through the experiences of other people. To know that Neil Armstrong was an American Astronaut. To know that Neil Armstrong was the first man to step foot on the moon on July 20th 1969. To know that Neil Armstrong flew to the moon on Apollo 11 alongside Buzz Aldrin and Michael Collins. To know that Christopher Columbus was an Italian explorer. To know that Columbus wanted to travel and search for a quicker route to Asia. To know that Christopher found it hard to get someone to fund his trip as lots of people thought the world was flat and he would sail off the edge. To know that in 1492 King Ferdinand and Queen Isabella funded Christopher's trip and gave him 3 ships and 90 men as crew. To know that Columbus set sail in August 1492. He landed on an island in the Bahamas after 36 days of sailing. To know that people think Columbus discovered America but this isn't true. 	<ul style="list-style-type: none"> To know that Isambard Kingdom Brunel was an engineer who was famous for his work on the railways. He built railways, designed bridges and tunnels. To know that in 1840 Daniel Gooch wrote a letter to Isambard Kingdom Brunel to tell him why Swindon would be a good place for the GWR engine repair facility. To know that the Swindon Railway works opened in January 1843. To know that the railway works brought people, houses and jobs to Swindon. To know that the Great Western Railway helped to connect towns all over the country, making travel easier and faster. To know that Steam Museum is located where the old railways works used to be.
Skills	<ul style="list-style-type: none"> C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>later, years, past and present, before, after.</i> 	<ul style="list-style-type: none"> C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>later, years, past and present, before, after.</i> 	<ul style="list-style-type: none"> C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>later, years, past and present, before, after.</i> C1 Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. old, new, now, then,

	<ul style="list-style-type: none"> • C1 Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. old, new, now, then, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my _____ were younger. • C2 KPI Pupils can put three people, events or objects from a key historic event in order using a given scale e.g. plotting the events surrounding the fire of London. • C3 Pupils can recount changes and memories in their own lives and of significant historical figures over time. • K2 Pupils can compare facts about two people before living memory. • K3 Pupils can recount a main event from a significant time in history and identify a change that occurred from it. • O1 KPI Pupils communicate ideas about people, objects or events from the past using two different approaches such as speaking, writing, drawing, role-play, storytelling and using ICT. • O2 Pupils should use timelines to order events or objects or place significant people. • I1 KPI Pupils will look at the similarities and differences of two different recounts of the same historical event. 	<ul style="list-style-type: none"> • C1 Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. old, new, now, then, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my _____ were younger. • C2 KPI Pupils should be able to sequence artefacts closer together in time; sequence photos from different periods of their life and describe memories of key events in life. • K1 KPI Pupils can look at two similar sources of information to identify and describe similarities and differences between significant events then and now. Pupils can then confidently suggest why something might be different. • K4 Pupils can show understanding about a key area in local history and compare to then and now. • I2 Pupils can record a simple explanation to why things are different. • E1 KPI Look carefully at pictures and artefacts to find information out about the past. Look at and discuss a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, and the internet to find out about the past. • E2 KPI Pupils should use a source to ask simple why, what, where, when and how questions to help them find the answers to support their learning. • O2 Pupils should draw labelled diagrams and write about them to tell others about people, events and objects from the past. 	<p>yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my _____ were younger.</p> <ul style="list-style-type: none"> • E2 KPI Pupils should answer questions about the past e.g. what was it like for a...? What happened in the past? How long ago did it happen? • C3 Pupils can describe two significant changes between then and now e.g. transport, cities, technology. •
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Key Vocabulary	Fire, bakery, oven, flammable, eye witness, leather bucket, fire hook, fire break, Tudor house	past, present, compare, a long time ago, space, moon, explorer	Engineer, trains, railway, repair, facility, local, later, before, after
	Term 1 (6.5 weeks)	Term 3 and 4 (12 weeks)	
Enquiry Title Y3	Walk like an Egyptian	Britain through the ages	
Knowledge	<ul style="list-style-type: none"> To know that the Egyptian times were between 3100BC to 332BC To know that the Egyptians used the river Nile for many different things including transport, irrigation, mud for pots and houses among other things. To know that the Ancient Egyptians invented many things including eye makeup, different medical surgeries and the solar calendar. To know that the Egyptians built the Pyramids as monuments to house the tombs of the pharaohs. To know that we know about Ancient Egyptian life because of artefacts found, the discovery of tombs and methods of communications such as the use of hieroglyphics and papyrus rolls. To know that Ancient Egyptians invented hieroglyphics which was the second oldest form of writing. To know that mummification was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife. 	<ul style="list-style-type: none"> To know that The Stone Age, Bronze Age and Iron Age covers 98% of human history in Britain. To know that there are three key periods to the Stone age: Palaeolithic around 3,000,000 BC: humans were hunter gatherers who led a nomadic existence, moving with the seasons. Tools began being fashioned (hand axe) • Mesolithic around 10,000 BC: humans began to build settlements, keep animals and build materials. Beakers and pots. • Neolithic around 4500-2400 BC.: agriculture began, crops were grown and permanent structures of community were built (Stonehenge) To know that Stone age cave paintings have helped archaeologists know more about this period in time. To know that Stone Age houses were were built of wood and wattle and daub (a mixture of manure, clay, mud and hay stuck to sticks). They were sometimes made of stones. The roofs were made of straw. To know that Skara Brae is a Stone Age village thought to have been built around 3000 BC that was discovered on Orkney, off the North coast of Scotland. To know that at the end of the Stone Age - The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain To know that the Bronze age was between c2500-c800 BC Duration: 1700 years. To know that Avebury stone circle was built during this period of time., To know that during the Bronze age people discovered how to get metals out of rocks, a metal called bronze replaced stone as the best material for making tools. To know that during the bronze age people lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes. To know that the Iron age was between c800 BC-AD 43 Duration: 843 years To know that Iron tools were sharp and strong and made farming more efficient. To know that during the Iron age People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside. To know the key similarities and differences between the Stone Age, Bronze Age and Iron Age. 	
Skills	<p>C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g.</p> <ul style="list-style-type: none"> C1 Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. <i>later, years, past and present, before, after</i>. 	<p>C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g.</p> <ul style="list-style-type: none"> C1 Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. <i>later, years, past and present, before, after</i>. K3 Recount main events from a significant time in history, identifying reasons for and results of people's actions. K1 KPI Pupils are able to use two or more sources to describe the differences and similarities between houses and 	

	<ul style="list-style-type: none"> • C2 KPI Pupils can use timelines to place up to five significant events and artefacts from the time studied in order and to understand that timelines can be divided into BC and AD. • K2 Pupils can compare facts about two or more people before living memory, and begin to use evidence to describe the actions and consequences of people in the past. • E1 KPI Pupils should look at and begin to use a range of pictures and artefacts to find information out about the past. Look at and use a range of sources e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past. • O1 KPI Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT. 	<p>settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor.</p> <ul style="list-style-type: none"> • I1 KPI Pupils should look at two different versions of the same event, and viewpoints and identify differences in the accounts. Pupils should show an understanding of how these viewpoints are different. • I2 Pupils should be able to evaluate and verbalise opinions on a historical event, giving a reason why the past is represented in different ways. Pupils should also be able to distinguish between two different sources and evaluate their usefulness. • K4 Pupils can show understanding about a key area in local history, identify changes and begin to discuss why they have happened. • E2 KPI Pupils should use more than one source to ask who, what, where, when and why questions to gain a better understanding of the past. Pupils should answer who, what, when, where and why questions beginning to use sources of evidence to support their answers. • O2 Pupils should use timelines to order events, objects, or place significant people including some dates and vocabulary linked to the period they are studying. Pupils should refer back to previous learning to plot these dates. Pupils should draw labelled diagrams and write about them to tell others about people, events and objects from the past.
Key Vocabulary	River Nile, irrigation, pyramid, solar calendar, monument, tomb, hieroglyphics, pharaoh, papyrus paper, canopic jars, mummification, Tutankhamun,	Stone Age, Iron Age, Bronze age, Palaeolithic, Mesolithic, Neolithic, community, cave, The Beaker folk, tools,
	Term 1 (6.5 weeks)	Term 3 and 4 (12 weeks)
Enquiry Title Y4	It's all Greek to me	Ruthless Romans
Knowledge	<ul style="list-style-type: none"> • To know that the Ancient Greek period was between 700 and 480BC. • To know that religion was very important in Ancient Greece. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology. • To know that Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus. 	<ul style="list-style-type: none"> • To know that the Roman times were from 625BC to 476AD • To know that Julius Caesar attempted to invade Britain in 55 BC but this was unsuccessful. • To know that in 54 BC Julius Caesar invaded Britain again with a few more successes. After three months of fighting, the Romans left Britain to stop a rebellion in Gaul. • To know that Julius Caesar was killed in 44 BC. • To know that in 43 AD the Romans invaded Britain and it became part of the Roman Empire. • To know that during the invasion, the Celts realised how powerful the Roman Army were and agreed to obey laws and pay taxes although some Celtic tribes continued to fight them. • To know that the Roman army was the largest and meanest fighting force in the ancient world and the army was very advanced for its time. • To know that Boudicca was a member of the Iceni tribe who fought against the Roman army to stop them from taking over her land.

	<ul style="list-style-type: none"> To know that in Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths. To know that Athens had a democratic government - this means that the people who lived there made decisions by voting, like we do in Britain today. To know that the Ancient Greeks invented the Olympics. The first recorded Games was in 776 BC, in Olympia. 	<ul style="list-style-type: none"> To know that Boudicca's army was eventually defeated. To know that the Roman's brought many good changes to Britain including language, the calendar, laws, roads and religion. To know how to compare and contrast the changes to modern life brought about by the Greeks and the Romans. To know that Cirencester was an important Roman area because of its location. (Local history focus)
<p>Skills</p>	<ul style="list-style-type: none"> C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>empire, early civilisation, monarch, monarchy,</i> Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. <i>century, decade, BC (Before Christ), AD (Anno Domini), period, era, change, chronology</i> K1 KPI Pupils are beginning to use a range of sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor. Pupils should be able to give a reason for these changes. K2 Pupils can compare facts about two or more people before living memory, and use evidence to describe the actions and consequences of people in the past. E1 KPI Pupils should look at and use a range pictures and artefacts to find information out about the past and to begin to build up a picture of a past event. Pupils should begin to select and use a range of relevant sources e.g. books, pictures, stories, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past. O1 KPI Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of 	<ul style="list-style-type: none"> C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>empire, early civilisation, monarch,</i> Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. <i>century, decade, BC (Before Christ), AD (Anno Domini), period, era, change, chronology</i> C2 KPI Pupils should be able to place and order names, places and dates of significant events on a timeline, showing understanding of BC and AD. Pupils should be able to divide recent history into present, using 21st century and the past using 19th and 20th centuries. C3 Pupils can compare and describe changes in time for significant historical figures and events, focusing on more than two periods of time. Taking into account the social, ethical, cultural and religious impacts. K4 Pupils identify some ideas of past beliefs, attitudes and cultures, giving reasons for these differences in the period of time they are learning about. E2 KPI Pupils should use multiple sources to ask who, what, where, when and why questions to gain a better understanding of a period in time. Pupils should answer who, what, when, where and why questions using sources of evidence to justify their answers. O2 Pupils should use timelines to order events, objects, or place significant people including dates and vocabulary linked to the period they are studying. Pupils should refer back to previous learning to plot these dates. Pupils should draw labelled diagrams and write about them to tell others about people, events and objects from the past. C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>empire, early civilisation, monarch,</i> Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. <i>century, decade, BC (Before Christ), AD (Anno Domini), period, era, change, chronology</i> K4 Pupils can show understanding about a key area in local history, identify changes and discuss why they may have happened. I1 KPI Pupils should look at two different versions of the same event and viewpoints and identify differences in these accounts. Pupils should also give reasons to why the accounts are different, showing an understanding that people in the past

	<p>writing, drawing, drama, diagrams, annotations, data handling and using ICT.</p> <p>Pupils should use subject specific words and discuss the most appropriate way to present the information for the given audience.</p>	<p>represent events or ideas in a way that persuades others.</p> <p>Pupils should show understanding of how these viewpoints are different and begin to discuss why.</p> <ul style="list-style-type: none"> • I2 Pupils should be able to evaluate and verbalise opinions on a historical event, identifying and giving reasons to why the past is represented in different ways. Pupils should also be able to evaluate the usefulness of two or more different sources and give their opinions. • K3 Recount main events from a significant time in history, identifying reasons for and results of people's actions. Including the effect, it had on some areas of life such as houses and settlements; culture and the way of life; people's beliefs and attitudes; and differences between rich and poor. 	
Key Vocabulary	Polytheists, religion, gods, goddesses, temples, mythology, philosophy, architecture	Roman, invade, Julius Caesar, rebellion, Celt, defeated, location	
	Term 1 (6.5 weeks)	Term 3 (6 weeks)	Term 6 (7 weeks)
Enquiry Title Y5	Savage Saxons	Victorious Vikings	The World at War
Knowledge	<ul style="list-style-type: none"> • To know that Anglo-Saxon invaders arrived in Britain by boat in 450AD. • To know that the Anglo-Saxons were not one united nation, but were made up of different tribes. They often fought against each other and they divided England into several kingdoms. • To know that the Anglo-Saxons settled near rivers and seas and named towns to include their word for town 'burh' e.g Peterborough. They named villages after the chieftain and often ended in 'ing' or 'folk' e.g Hastings. County names were also influenced by them e.g Essex (East Saxons). • To know that when the Anglo-Saxons first settled there were 7 kingdoms. However, by 878AD there was only 1 kingdom left: Wessex, ruled by king Alfred the Great. • To know that most Anglo-Saxons were farmers and they came over to Britain to search for better farm land. • To know that the Anglo-Saxons lived in wooden huts with straw roofs. • To know that The Anglo-Saxons would host huge feasts in the chief's hall. 	<ul style="list-style-type: none"> • To know that the Viking times were from 793AD to 1066 • To know that the Vikings first invaded the UK in 793 AD and last invaded in 1066, when William the Conqueror became the King of England. • To know that the Vikings first invaded Lindisfarne monastery. • To know that the Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled to Britain in boats called longships. • To know that the Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials. • To know that the Vikings attacked places all along the coast of the United Kingdom. 	<ul style="list-style-type: none"> • To know that World War II lasted for six years. It began on the 3rd September 1939 and ended on 2nd September 1945. • To know that WW2 began when Germany invaded Poland and broke the Munich agreement. • To know that the Battle of Britain was a big turning point in WW2. • To know that other 3.5 million children were evacuated during WW2. • To know that rations were brought in during WW2 and Britain's were encouraged to 'dig for victory'. • To know that the Blitz had a big impact on Britain and killed many civilians. • To know that the D Day landings happened on June 6th 1944 and it was the largest seaborne invasion in history,

	<ul style="list-style-type: none"> To know that The Anglo-Saxons made their own clothes out of natural materials. To know that some of our modern traditions and language come from the Anglo-Saxons including Christmas traditions and the names of the days of the week. <p style="text-align: center;">Local history-Stonehenge</p> <ul style="list-style-type: none"> To Know that Stonehenge is in Salisbury in Wiltshire. To know that Stonehenge is a huge man-made circle of standing stones. To know the different ways that people believe Stonehenge was built. To know what people believe Stonehenge was used for. 	<ul style="list-style-type: none"> To know that in 878AD King Alfred the Great defeats the Vikings in The Battle of Edington but allows them to settle in Eastern England. 	
Skills	<ul style="list-style-type: none"> C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>reformation, renaissance, legacy, continuity, reliability, revolution</i> Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. <i>empire, early civilisation, monarch</i> K4 Pupils can show understanding about a key area in local history, identify changes and discuss why they may have happened, beginning to support this with evidence. K4 Pupils identify ideas of past beliefs, attitudes and cultures, giving reasons for these differences in the period of time they are learning about. K1 KPI Pupils can use a range of sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor. Pupils should be able to give more than one reason for these changes and support this using evidence from a given source. O1 KPI Pupils communicate knowledge about people, objects or events from the past, using a variety of 	<ul style="list-style-type: none"> C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>reformation, renaissance, legacy, continuity, reliability, revolution</i> Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. <i>empire, early civilisation, monarch</i> E1 KPI Pupils should look at and use a range pictures and artefacts to find information out about the past and to begin to build up a picture of a past event. Pupils should select and use a range of reliable sources. Selecting relevant information to build a line of enquiry e.g. books, pictures, stories, pictures, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past. E2 KPI Pupils should use multiple sources to pose a range of questions 	<ul style="list-style-type: none"> C1 Pupils should develop an awareness of the past using common words and phrases relating to the passing of time e.g. <i>reformation, renaissance, legacy, continuity, reliability, revolution</i> Pupils should also be able to confidently use phrases and vocabulary from previous year group e.g. <i>empire, early civilisation, monarch</i> C2 KPI Pupils should be able to know and sequence key events, movements and dates from the time they are studying. Pupils should also be able to place and relate current studies to previous studies, using relevant terms and period labels. Pupils should also be able to use timelines to place and sequence local, national and international events. K2 Pupils can compare the actions and their consequences of two or more people, and confidently use evidence to describe the impact this had on history and the present day. K3 Pupil should be able to examine and compare great events from a significant time in history, identifying its impact on people of the past and our lives today. Pupils should consider the affect it had on some areas of life such as houses and settlements; culture and the way of life; people's beliefs and attitudes; and differences between rich and poor. Pupils should also be able to give short-term cause and consequence of the main events, situations and changes in the period studied.

	<p>approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT.</p> <p>Pupils should use subject specific words and independently choose the most appropriate way to present the information for the given audience.</p>	<p>to gain a better understanding of a period in time.</p> <p>Pupils should answer a range of questions using sources of evidence to justify their answers and give reasoning behind it.</p> <p>Pupils should also begin to form and give their own opinion when answering questions.</p> <ul style="list-style-type: none"> • O2 Pupils should use timelines to order events, objects, or place significant people including dates and vocabulary linked to the period they are studying. Pupils should refer back to and compare to previous learning to plot these dates. Pupils should use written explanations, tables and charts and labelled diagrams to organise their findings so that others can access them. • C3 Pupils should make comparisons between different times in history and confidently identify and describe the changes within and across historical periods. Linking these to the social, ethical and religious impacts and cultural trends of the time. 	<ul style="list-style-type: none"> • I2 Pupils should be able to evaluate and record opinions on a historical event, comparing accounts of events from different sources (fact or fiction), offering some reasons for different versions of events. • I1 KPI Pupils should look at two different versions of the same event and identify and explain why any differences may occur within these accounts. <p>Pupils should also give reasons to why the accounts are different, showing an understanding that some information from the past is propaganda, opinion or misinformation and that this effects interpretation in history.</p> <p>Pupils could begin to question the reliability of a source and give reasons to why a resource is or is not reliable.</p>
Key Vocabulary	Anglo-Saxon, tribe, settlement, Kingdom, chief, tradition	Viking, invade, conqueror, monastery, Scandinavian, long ship, pillaged, defeat	War, agreement, evacuated, ration, impact, civilian, invasion
	Term 1 (6.5 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)
Enquiry Title Y6	Catastrophic cold war	Off with their heads	Mysterious Maya
Knowledge	<ul style="list-style-type: none"> • To know that WW2 ended for Britain on the 8th May 1945. We call this day VE Day. • To know that The Battle of Stalingrad, The fall of Mussolini, D-Day and the Battle of the Bulge all led to the end of WW2. 	<ul style="list-style-type: none"> • To know that the Romans' laws were called the 'Twelve Tables' and not following these resulted in punishment decided by judges and juries 	<ul style="list-style-type: none"> • To know that the Maya were a civilisation who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE. • To know that the Maya were expert mathematicians and astronomers.

	<ul style="list-style-type: none"> To know that after WW2 the United States and The Soviet Union were the superpowers of the world and they became rivals as they tried to prevent others from gaining power. To know that the period of tension between The Soviet Union and The United States is known as The Cold War. To know that The Cold War started in 1946 and ended in 1991 with the collapse of the Soviet Union. To know that the Space Race was started during the Cold War. To know that The US and The Soviet Union raced each other in spaceflight and technology. To know that the Space Race was won by the US when they put the first men on the moon. <p>Black History- Martin Luther King</p> <ul style="list-style-type: none"> To know that Martin Luther King was a civil rights activist who wrote the speech 'I have a dream. To know that Martin Luther King fought for the rights of Black people. To know that in October 1964 Martin won the Nobel Peace Prize. 	<ul style="list-style-type: none"> To know that Anglo-Saxons accused of a crime received a trial To know the Vikings had strict laws and held a Thing to agree on laws and decide on punishments for law breakers To know that the Tudors deterred people from committing crimes using terrifying punishments which included public humiliation and execution To know the Victorians used prisons to prevent people from committing further crimes To know that crime increased during WW2 as a result of more laws being introduced 	<ul style="list-style-type: none"> To know that Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood-letting rituals. The Maya believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'. To know that the Maya worshipped different nature gods, including gods of the Sun, the Moon, rain and corn. The rulers of Maya society were the kings, or holy lords, who claimed to be related to gods. To know that Chitchen Itza is a city built by the Maya. To know that The demise of the Maya civilisation came about because of a mixture of deforestation, land erosion and drought.
Skills	<ul style="list-style-type: none"> C1 Pupils should have an awareness of the past using common words and phrases from Key Stage Two relating to the passing of time confidently. Year Three- <i>century, decade, BC (Before Christ), AD (Anno Domini), period, era, change, chronology</i> Year Four- <i>empire, early civilisation, monarch,</i> Year Five- <i>reformation, renaissance, legacy, continuity, reliability, revolution</i> K4 Pupils can show understanding about a key area in local history, identify changes, their impacts and discuss why they may have happened, supporting this with reliable evidence. I2 Pupils should be able to compare, evaluate, record opinions and link sources on a historical event to discover how a conclusion was made. 	<ul style="list-style-type: none"> C1 Pupils should have an awareness of the past using common words and phrases from Key Stage Two relating to the passing of time confidently. Year Three- <i>century, decade, BC (Before Christ), AD (Anno Domini), period, era, change, chronology</i> Year Four- <i>empire, early civilisation, monarch,</i> Year Five- <i>reformation, renaissance, legacy, continuity, reliability, revolution</i> K2 Pupils can compare the actions and their consequences of two or more people from different periods in time, 	<ul style="list-style-type: none"> C1 Pupils should have an awareness of the past using common words and phrases from Key Stage Two relating to the passing of time confidently. Year Three- <i>century, decade, BC (Before Christ), AD (Anno Domini), period, era, tchange, chronology</i> Year Four- <i>empire, early civilisation, monarch,</i> Year Five- <i>reformation, renaissance, legacy, continuity, reliability, revolution</i> K1 KPI Pupils can confidently use and select a range of reliable sources to describe the differences and similarities between houses and settlements; culture and the way of life; people's beliefs and attitudes; main events and differences between rich and poor. Pupils should be able to give multiple reasons for these changes and support this using evidence from a chosen reliable source.

	<p>Pupils should also consider the accuracy of interpretations (fact or fiction and opinion) and be aware that different evidence will lead to different conclusions.</p> <ul style="list-style-type: none"> • C2 KPI Pupils should be able to use timelines to place events, periods and cultural movements around the world and use these as a reference point. Pupils should use key timelines to identify changes and development in one key area, for example, culture, technology, society and religion; within and across different periods. • O2 Pupils should use timelines to order events, objects, or place significant people including accurate use of specific dates and vocabulary linked to the period they are studying. Pupils should refer back to and compare previous learning to plot dates accurately. • Pupils should analyse and choose the most effective way to organise their information so that others can access them and use them effectively. • C3 Pupils should use key timelines to demonstrate and compare changes and development in one key area, for example, culture, technology, society and religion; within and across different periods. Pupils should identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. • I1 KPI Pupils should look at two different versions of the same event and identify and explain why any differences may occur within these accounts. Pupils should also give reasons to why the accounts are different, showing an understanding that some information from the past is propaganda, opinion or misinformation and that this effects interpretation in history, leading to different conclusions. Pupils should be able to question the reliability of a source (both primary and secondary) and then select the most appropriate, giving reasons to why a resource is or is not reliable. 	<p>and confidently use evidence to describe the impact this had on history and the present day.</p> <ul style="list-style-type: none"> • K3 Pupil should be able to examine and compare great events from a significant time in history. Pupils should also be able to describe how some changes impact both on subsequent periods and, in the long term, on today's society. Pupils should consider the affect it had on some areas of life such as houses and settlements; culture and the way of life; people's beliefs and attitudes; and differences between rich and poor. • E1 KPI Pupils should look at and use a range pictures and artefacts to find information out about the past and to suggest omissions and the means of finding out. Pupils should select and use a range of reliable sources. Selecting relevant information to build a line of enquiry e.g. books, pictures, stories, photographs, artefacts, historic buildings, visits to sites and the internet to find out about the past. Pupils should gather knowledge from several sources together, in a fluent account. • E2 KPI Pupils should use multiple sources to address and devise a range of historically valid questions to follow their own line of enquiry. Pupils should answer a range of questions using sources of evidence to justify their answers and give reasoning behind it. 	<ul style="list-style-type: none"> • K4 Pupils identify ideas of past beliefs, attitudes and cultures, giving reasons for these differences in the period of time they are learning about. • O1 KPI Pupils communicate knowledge about people, objects or events from the past, using a variety of approaches such as discussions, different genres of writing, drawing, drama, diagrams, annotations, data handling and using ICT. Pupils should use subject specific words and independently choose the most appropriate way to plan and present for a self-directed project or research about the study period. •
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Key Vocabulary	Battle, rival, Cold War, Soviet Union, collapse, technology	Punishment, judge, jury, trial, law, crime, prison	Maya, civilisation, astronomer, mathematician, astronomer, sacrifice, ritual, demise, deforestation