

**CLASS / YEAR GROUP History Year 1**

	<b>Autumn 1/2</b>	<b>Spring 1/2</b>	<b>Summer 1/2</b>
<b>Focus</b>	Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.	Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered
<b>Inquiry Question</b>	<b>How am I making History?</b>	<b>How have toys changed?</b>	<b>How have explorers changed the world?</b>
<b>National Curriculum</b>  <b>EYFS Statutory Framework</b>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Significant historical events, people and places in their own locality.</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.                             <ul style="list-style-type: none"> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>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.</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> <li>Gain historical perspective by placing their growing knowledge into different</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally.</li> <li>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                             <ul style="list-style-type: none"> <li>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.</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient</li> </ul> </li> </ul>

	political, religious and social history; and between short- and long-term timescales.		contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. <ul style="list-style-type: none"> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>	
<b>Substantive Concepts (If relevant)</b>	NA in this unit.		<b><u>Achievements and follies of mankind</u></b> To know some inventions that still influence their own lives today.	<b><u>Achievements and follies of mankind</u></b> To know some inventions that still influence their own lives today. To know some achievements and discoveries of significant individuals	
<b>Key Vocabulary</b>	celebrate celebration change childhood different event family future grandparent lifetime living memory	memory now present past remember significant similar time capsule timeline	Artefact    special century decade different evidence living memory memory modern now past present remember similar source	achievement beyond living memory coat of arms determination discovery equipment event exploration explorer historical significance living memory North Pole past	present qualities remember resilience solo timeline transport voyage yacht

<b>Prior Knowledge (indicate year group)</b>	First unit – no prior knowledge in year 1 EYFS - In the Early year’s foundation stage – Reception, children talked about the past and present events in their own lives and the lives of their family members. They started to compare things from the past to now. Children used timelines to order daily routines.	How am I making History? (Year 1)	How have toys changed? (Year 1)		
<b>Key Knowledge (Substantive)</b>	<p><b><u>Chronological Awareness.</u></b> To know that a timeline shows the order events in the past happened. To know that we start by looking at ‘now’ on a timeline then look back. To know that ‘the past’ is events that have already happened. To know that ‘the present’ is time happening now. To know that within living memory is 100 years.</p> <p><b><u>Change and continuity</u></b> To know that people change as they grow older. To know that throughout someone’s lifetime, some things will change and some things will stay the same.</p> <p><b><u>Similarities and Differences.</u></b> To know that there are similarities and differences between their lives today and their lives in the past. To know that people celebrate special events in different ways</p> <p><b><u>Historical Significance</u></b> To know that some people and events are considered more ‘special’ or significant than others.</p> <p><b><u>Sources of Evidence</u></b></p>	<p><b><u>Chronological Awareness</u></b> N/A</p> <p><b><u>Change and Continuity</u></b> To know that throughout someone’s lifetime, some things will change and some things will stay the same To know that everyday objects have changed as new materials have been invented.</p> <p><b><u>Similarities and Differences</u></b> To know some similarities and differences between the past and their own lives. To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p> <p><b><u>Historical Significance</u></b> N/A</p> <p><b><u>Sources of Evidence</u></b> To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through.</p> <p><b><u>Historical Interpretations</u></b> To know that the past can be represented in photographs.</p>	<p><b><u>Chronological Awareness</u></b> To know that a timeline shows the order events in the past happened. To know that we start by looking at ‘now’ on a timeline then look back. To know that ‘the past’ is events that have already happened. To know that ‘the present’ is time happening now. To know that within living memory is 100 years</p> <p><b><u>Change and Continuity</u></b> N/A</p> <p><b><u>Similarities and Differences</u></b> To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives</p> <p><b><u>Historical Significance</u></b> To know that some people and events are considered more ‘special’ or significant than others.</p> <p><b><u>Sources of Evidence</u></b> N/A</p> <p><b><u>Historical Interpretation</u></b> To know that the past can be represented in</p>		

	<p>To know that photographs can tell us about the past.          To know that we can find out about the past by asking people who were there.          To know that we remember some (but not all) of the events that we have lived through.  <u><b>Historical Interpretations</b></u>          To know that the past can be represented in photographs</p>		<p>photographs.</p>
<p><b>Key Skills (Disciplinary)</b></p> <p><b>Historical Enquiry Disciplinary Concepts</b></p>	<p><u><b>Chronological Awareness</b></u>          Sequencing three or four events in their own life          Using common words and phrases for the passing of time          (e.g. now, long ago, then, before, after)          Placing events on a simple timeline.  <u><b>Change and Continuity</b></u>          Being aware that some things have changed and some have stayed the same in their own lives.          Describing simple changes and ideas/objects that remain the same.          Understanding that some things change while other items remain the same and some are new.  <u><b>Cause and Consequence</b></u>          N/A  <u><b>Similarities and Differences</b></u>          Beginning to look for similarities and differences over time in their own lives.  <u><b>Historical Significance</b></u>          Recalling special events in their own lives.  <u><b>Sources of Evidence</b></u>          Using artefacts, photographs and visits to museums to answer simple questions about the past.  <u><b>Historical Interpretations</b></u>          Beginning to identify different ways to represent the past (e.g. photos, stories).  <u><b>Historical Enquiry</b></u></p>	<p><u><b>Chronological Awareness</b></u>          Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)          Sequencing three or four artefacts from different periods of time.  <u><b>Change and Continuity</b></u>          .Being aware that some things have changed and some have stayed the same in their own lives.          Describing simple changes and ideas/objects that remain the same.          Understanding that some things change while other items remain the same and some are new.  <u><b>Cause and Consequence</b></u>          Asking why things happen and beginning to explain why with support.  <u><b>Similarities and Differences</b></u>          Beginning to look for similarities and differences over time in their own lives.  <u><b>Historical Significance</b></u>          Recalling special events in their own lives.  <u><b>Sources of Evidence</b></u>          Using artefacts, photographs and visits to museums to answer simple questions about the past.          Finding answers to simple questions about the past using sources (e.g. artefacts).          Sorting artefacts from then and now.  <u><b>Historical Interpretations</b></u></p>	<p><u><b>Chronological Awareness</b></u>          Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)          Placing events on a simple timeline.          Recording on a timeline a sequence of historical stories heard orally.  <u><b>Change and Continuity</b></u>          Describing simple changes and ideas/objects that remain the same.          Understanding that some things change while other items remain the same and some are new.  <u><b>Cause and consequence</b></u>          Asking why things happen and beginning to explain why with support.  <u><b>Similarities and differences</b></u>          N/A  <u><b>Historical Significance</b></u>          N/A  <u><b>Sources of Evidence</b></u>          Using artefacts, photographs and visits to museums to answer simple questions about the past.          Finding answers to simple questions about the past using sources (e.g. artefacts).  <u><b>Historical Interpretations.</b></u>          Beginning to identify different ways to represent the past (e.g. photos, stories).  <u><b>Historical Enquiry</b></u></p>

	<p>Making simple observations about the past from a source.          Interpreting evidence by making simple deductions.          Describing the main features of concrete evidence of the past or historical evidence.          Communicating findings through discussion and timelines with physical objects/ pictures.          Using vocabulary such as - old, new, long time ago.</p>	<p>Beginning to identify different ways to represent the past (e.g. photos, stories).          Developing their own interpretations from historical artefacts.  <u><b>Historical Enquiry</b></u>          Asking how and why questions based on stories, events and people.          Asking questions about sources of evidence (e.g. artefacts).          Using sources of information, such as artefacts, to answer questions.          Drawing out information from sources.          Making simple observations about the past from a Source.          Interpreting evidence by making simple deductions. .          Making simple inferences and deductions from sources of evidence.          Describing the main features of concrete evidence of the past or historical evidence          Drawing simple conclusions to answer a question.          Communicating findings through discussion and timelines with physical objects/ pictures.          Using vocabulary such as - old, new, long time ago.</p>	<p>Asking how and why questions based on stories, events and people.          Posing historical questions          Asking questions about sources of evidence (e.g. artefacts).          Using sources of information, such as artefacts, to answer questions.          Drawing out information from sources.          Making simple observations about the past from a source.          Interpreting evidence by making simple deductions. .          Making simple inferences and deductions from sources of evidence.          Describing the main features of concrete evidence of the past or historical evidence.          Drawing simple conclusions to answer a question.          Communicating findings through discussion and timelines with physical objects/ pictures.          Using vocabulary such as - old, new, long time ago.          Discussing and writing about past events or stories in narrative or dramatic forms.          Expressing a personal response to a historical story orally.</p>
<p><b>Sequence of lessons</b></p>	<p><b>Lesson 1:</b> What is my history?  <b>Lesson 2:</b> How can I find out more about myself?  <b>Lesson 3:</b> How are special events remembered?  <b>Lesson 4:</b> What was it like for children in the past?  <b>Lesson 5:</b> What have I learnt about childhood in the past?  <b>Lesson 6:</b> How am I making history?</p>	<p><b>Lesson 1:</b> What is your favourite toy?  <b>Lesson 2:</b> Did your parents and grandparents play with the same toys as you?  <b>Lesson 3:</b> What were toys like in the past?  <b>Lesson 4:</b> What is similar and different about toys now and in the past?  <b>Lesson 5:</b> How have teddy bears changed over time?  <b>Lesson 6:</b> How have toys changed?</p>	<p><b>Lesson 1:</b> What is an explorer?  <b>Lesson 2:</b> Where have explorers travelled and when?  <b>Lesson 3:</b> Who was Christopher Columbus and what did he do?  <b>Lesson 4:</b> Who was Matthew Henson and what did he do?  <b>Lesson 5:</b> How has exploration changed?  <b>Lesson 6:</b> How can we remember them?</p>

<p><b>End of unit goals</b></p> <p><b>Suggested assessment task</b></p>	<p>Order three photographs correctly on a simple timeline.</p> <p>Use the terms 'before' and 'after' when discussing their timelines.</p> <p>Talk about three memories and place one of them on a timeline.</p> <p>Explain why memories are special and name four events that they celebrate throughout the year.</p> <p>Think of three ways they celebrate their birthday.</p> <p>Ask a visitor one question about childhood in the past.</p> <p>Know a similarity and a difference between childhood now and in the past.</p> <p>Add three ideas to a time capsule about themselves.</p> <p>Use key vocabulary to compare the present, the past and possible changes in the future.</p> <p><a href="https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-1/how-am-i-making-history/assessment-history-y1-how-am-i-making-history/">https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-1/how-am-i-making-history/assessment-history-y1-how-am-i-making-history/</a></p>	<p>Discuss their favourite toy using language related to the past.</p> <p>Ask questions about toys in the past.</p> <p>Make comparisons between toys in the past and present.</p> <p>Sequence artefacts from different periods of time.</p> <p>Identify changes between teddy bears today and those from 100 years ago.</p> <p>Describe how toys have changed over time.</p> <p><a href="https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-1/how-have-toys-changed/assessment-history-y1-how-have-toys-changed/">https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-1/how-have-toys-changed/assessment-history-y1-how-have-toys-changed/</a></p>	<p>Explain what explorers do</p> <p>Name equipment or transport an explorer would need.</p> <p>Sequence four photographs from different periods of time.</p> <p>Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</p> <p>Identify where they travelled and write a sentence about the achievements of one explorer.</p> <p>Select the most important events in a historical story.</p> <p>Sequence events on a timeline and use this to retell the story.</p> <p>Describe what they can see in a photograph.</p> <p>Make inferences about what a person in an image could be saying and ask questions to further their understanding.</p> <p>Recall information about past and presentation exploration.</p> <p>Understand events in relation to the present day and compare how exploration has changed over time.</p> <p>Describe how an explorer is significant and how they impacted events or people's ideas.</p> <p>Present significant people using a coat of arms.</p> <p><a href="https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-1/how-have-explorers-changed-the-world/assessment-history-y1-how-have-explorers-changed-the-world/">https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-1/how-have-explorers-changed-the-world/assessment-history-y1-how-have-explorers-changed-the-world/</a></p>
<p><b>Suggestions for the development of deeper learning</b></p>	<p><b>Lesson 1:</b> Children can order more than three photographs or draw a picture of an event in living memory and add this to their timeline. They may add words to their timeline.</p>	<p><b>Lesson 1:</b> Can complete the Activity: My favourite toy (extension) independently and write a sentence about their favourite toy.</p>	<p><b>Lesson 1:</b> Create the timeline on paper and write a sentence below each image to describe what they can see.</p>

	<p><b>Lesson 2:</b> Children can draw or write more memories.</p> <p><b>Lesson 3:</b> Can explain the similarities and differences between how birthdays are celebrated.</p> <p><b>Lesson 4:</b> Ask the children to explain how their childhood compares to that of the visitor or the childhood shown on the video.</p> <p><b>Lesson 5:</b> Should think independently of a range of similarities and differences.</p> <p><b>Lesson 6:</b> Add a sentence about themselves to one of the boxes on Activity: Time capsule.</p>	<p><b>Lesson 2:</b> Can add labels to their drawing of the visitor's toy. Explain how their favourite toy compares to the visitor's toy.</p> <p><b>Lesson 3:</b> Should sequence six artefacts from different time periods and ask one question about each artefact.</p> <p><b>Lesson 4:</b> Could write and place sticky notes to describe two similarities and two differences between the toys.</p> <p><b>Lesson 5:</b> Can describe changes between teddy bears now and 100 years ago; can identify other examples of toys that have continued to be popular over a long period of time.</p> <p><b>Lesson 6:</b> Can describe a toy using three sticky notes and compare it to a modern toy; can design a ticket for the toy museum using Activity: Ticket template (extension).</p>	<p><b>Lesson 2:</b> Should write a sentence to describe the achievements of two explorers and begin to recognise some similarities and differences.</p> <p><b>Lesson 3:</b> Should tell the story by writing a sentence below each drawing on the timeline; could explain why they think the events they have chosen are the most important and what they think was good and bad about Christopher Columbus' voyage.</p> <p><b>Lesson 4:</b> Should use the Activity: Thinking bubbles (extension) to write a sentence about what the people or person is thinking; could write a sentence in a speech bubble for more than one image.</p> <p><b>Lesson 5:</b> Should be encouraged to think of similarities (continuities) and changes that cannot be seen in the images.</p> <p><b>Lesson 6:</b> Write a sentence to explain the most significant event for their chosen explorer.</p>
<p><b>Enrichment opportunities</b></p>	<p><b>English:</b> Asking relevant questions to find out more about childhood in the past.</p> <p><b>Maths:</b> Recognising and using language relating to dates to order key events.</p> <p><b>Art/Design</b> Drawing their favourite memories to share their experiences and personal history.</p> <p><b>RE/PSHE</b> Learning that families are important for children growing up because they can give love, security and stability</p>	<p><b>English:</b> Asking relevant questions to find out more about what toys were like in the past participating in collaborative conversations about how toys have changed over time; listening and responding to ideas about how toys have changed over time.</p> <p><b>Maths:</b> Recognising and using language relating to dates to order key events.</p> <p><b>Art and Design:</b> Drawing their favourite toys to share their personal history using language relating to time.</p> <p><b>RE/PSHE:</b> Learning that families are Important for children growing up because they can give love, security and stability.</p>	<p><b>English:</b> Writing: Composing a sentence orally before writing it to tell the historical stories; Writing captions for images and discuss what they have written with the teacher and other pupils.</p> <p><b>Art/Design:</b> Designing a coat of arms to remember significant people and events.</p> <p><b>Geography:</b> Discuss the location of the North Pole.</p>

<b>Links to future learning</b>	How have toys changed? (Year 1)	How was school different in the past? (Year 2)	How did we learn to fly? (Year 2)
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**CLASS / YEAR GROUP History Year 2**

	<b>Autumn 1/2</b>	<b>Spring 1/2</b>	<b>Summer 1/2</b>
<b>Focus</b>	Finding out that schools have been in the locality for a long time but they have not	Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the	Finding out the role of a monarch, children compare the monarchy today with the



	<p>always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	<p>history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>	<p>monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>
<p><b>Inquiry Question</b></p>	<p><b>How was school different in the past?</b></p>	<p><b>How did we learn to fly?</b></p>	<p><b>What is a monarch?</b></p>
<p><b>National Curriculum</b></p> <p><b>EYFS Statutory Framework</b></p>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Significant historical events, people and places in their own locality.</li> <li>• 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.</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• 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 period.</li> <li>• 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</li> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• Significant historical events, people and places in their own locality.</li> <li>• 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.</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. <ul style="list-style-type: none"> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different</li> </ul> </li> </ul>

	discern how and why contrasting arguments and interpretations of the past have been constructed.	questions and create their own structured accounts, including written narratives and analyses.	contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.		
	<ul style="list-style-type: none"> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</li> </ul>			
<b>Substantive Concepts</b>	NA in this unit	<b><u>Achievements and Follies of mankind.</u></b> To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. <ul style="list-style-type: none"> <li>To be aware of the achievements of significant individuals</li> </ul>	<b><u>Power ( Monarchy, Government and Empire)</u></b> To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs		
<b>Key Vocabulary</b>	Past            Similar Date            Living memory Decade        source Important      Preferred Modern        Beyond Living memory Evidence       Present Timeline       Difference	beyond living memory decade evidence eyewitness flight historic historically significant	inventor living memory past present primary source source	absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces attack bailey battle battlements Bayeux Tapestry ceremony	oath orb parliament portcullis power procession rule sceptre stone keep tower walls William of Normandy

				concentric castle constitutional monarchy conquer coronation crowning defend earl Edward the Confessor fortified manor house motte motte-and-bailey Normandy Normans	Witan gatehouse government Harold Godwinson, Earl of Wessex Harald Hardrada Head of State invade investing keep moat monarch nobility	
<b>Prior Knowledge</b>	How have toys changed? (Year 1)	How have explorers changed the world? (Year 1)		How did we learn to fly? (Year 2)		
<b>Key Knowledge (Substantive)</b>	<p><b><u>Chronological Awareness</u></b>          To know a decade is ten years.          To know that beyond living memory is more than 100 years ago.          To know that events in history may last different amounts of time.</p> <p><b><u>Change and continuity</u></b>          To know that daily life has changed over time but that there are some similarities to life today.</p> <p><b><u>Cause and Consequence</u></b>          To know that changes may come about because of improvements in technology.</p> <p><b><u>Similarities and Differences</u></b>          To know that there are explanations for similarities and differences between children's lives now and in the past.</p> <p><b><u>Historical Significance</u></b>          NA in this unit</p> <p><b><u>Sources of Evidence</u></b></p>	<p><b><u>Chronological Awareness</u></b>          To know that beyond living memory is more than 100 years ago.</p> <p><b><u>Change and Continuity</u></b>          N/A</p> <p><b><u>Cause and Consequence</u></b>          To know that changes may come about because of improvements in technology.</p> <p><b><u>Similarities and Differences</u></b>          N/A</p> <p><b><u>Historical Significance</u></b>          To know that some events are more significant than others.          To know the impact of a historical event on society.          To know that 'historically significant' people are those who changed many people's lives</p> <p><b><u>Sources of Evidence</u></b>          To know that historians use evidence from sources to find out more about the past.</p> <p><b><u>Historical Interpretations</u></b></p>	<p><b><u>Chronological Awareness</u></b>          To know that beyond living memory is more than 100 years ago.          To know that events in history may last different amounts of time.</p> <p><b><u>Change and Continuity</u></b>          N/A</p> <p><b><u>Cause and consequence</u></b>          N/A</p> <p><b><u>Similarities and Differences</u></b>          N/A</p> <p><b><u>Historical Significance</u></b>          To know that some events are more significant than others.          To know that 'historically significant' people are those who changed many people's lives.</p> <p><b><u>Sources of Evidence</u></b>          To know that historians use evidence from sources to find out more about the past.</p> <p><b><u>Historical Interpretations.</u></b></p>			

	<p>To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.</p> <p><b><u>Historical Interpretations.</u></b> NA in this unit.</p>	<p>To know that the past is represented in different ways</p>	<p>To know that the past is represented in different ways</p>
<p><b>Key Skills (Disciplinary)</b></p>	<p><b><u>Chronological Awareness</u></b> Sequencing up to six photographs, focusing on the intervals between events. Knowing where people/events studied fit into a chronological framework.</p> <p><b><u>Change and Continuity.</u></b> Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for changes.</p> <p><b><u>Cause and Consequences</u></b> NA in this unit.</p> <p><b><u>Similarities and Differences</u></b> Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives.</p> <p><b><u>Historical Significance</u></b> NA in this unit.</p> <p><b><u>Sources of Evidence</u></b> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above).</p> <p><b><u>Historical Interpretations</u></b> Recognising different ways in which the past is represented (including eye-witness accounts).</p>	<p><b><u>Chronological Awareness</u></b> Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Knowing where people/events studied fit into a chronological framework.</p> <p><b><u>Change and Continuity</u></b> Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for changes.</p> <p><b><u>Cause and Consequence</u></b> Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result</p> <p><b><u>Similarities and Differences</u></b> Finding out about people, events and beliefs in society</p> <p><b><u>Historical Significance</u></b> Discussing who was important in a historical event</p> <p><b><u>Sources of Evidence</u></b> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts</p> <p>Identifying a primary source</p> <p><b><u>Historical Interpretations</u></b> Recognising different ways in which the past is</p>	<p><b><u>Chronological Awareness</u></b> Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1 Knowing where people/events studied fit into a chronological framework.</p> <p><b><u>Change and Continuity</u></b> Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for changes.</p> <p><b><u>Cause and Consequence</u></b> Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result.</p> <p><b><u>Similarities and Differences</u></b> Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society</p> <p><b><u>Historical Significance</u></b> Discussing who was important in a historical event</p> <p><b><u>Sources of Evidence</u></b> Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above)</p> <p><b><u>Historical Interpretations</u></b></p>

	<p>Comparing pictures or photographs of people or events in the past.          Developing their own interpretations from          Photographs and written sources.  <b>Historical Enquiry</b>          Asking a range of questions about stories, events and people.          Understanding the importance of historically-valid questions.          Understanding how we use books and sources to find out about the past.          Using a source to answer questions about the past.          Evaluating the usefulness of sources to a historical enquiry.          Selecting information from a source to answer a question.          Making links and connections across a unit of study.          Making simple conclusions about a question using evidence to support.          Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).          Using relevant vocabulary in answers.          Describing past events and people by drawing or writing.          Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>represented (including eye-witness accounts).          Comparing pictures or photographs of people or events in the past.          Developing their own interpretations from photographs and written sources.  <b>Historical Enquiry</b>          Asking a range of questions about stories, events and people.          Understanding the importance of historically-valid questions.          Understanding how we use books and sources to find out about the past.          Using a source to answer questions about the past.          Evaluating the usefulness of sources to a historical enquiry.          Selecting information from a source to answer a question.          Identifying a primary source.          Making links and connections across a unit of study.          Selecting and using sections of sources to illustrate and support answers.          Making simple conclusions about a question using evidence to support.          Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).          Using relevant vocabulary in answers.          Describing past events and people by drawing or writing.          Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>Recognising different ways in which the past is represented (including eye-witness accounts).          Comparing pictures or photographs of people or events in the past.  <b>Historical Enquiry</b>          Asking a range of questions about stories, events and people.          Understanding the importance of historically-valid questions.          Understanding how we use books and sources to find out about the past.          Using a source to answer questions about the past.          Evaluating the usefulness of sources to a historical enquiry.          Selecting information from a source to answer a question.          Making links and connections across a unit of Study.          Making simple conclusions about a question using evidence to support.          Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).          Using relevant vocabulary in answers.          Describing past events and people by drawing or writing.</p>
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<p><b>Sequence of lessons</b></p>	<p><b>Lesson 1:</b> Were schools different in the past?  <b>Lesson 2:</b> How have schools changed within living memory?  <b>Lesson 3:</b> How were schools different in the 1900s?  <b>Lesson 4:</b> How have schools changed?  <b>Lesson 5:</b> What is similar and different about schools now and in the past?  <b>Lesson 6:</b> Would you have preferred to go to school in the past?</p>	<p><b>Lesson 1:</b> Who were the Wright brothers?  <b>Lesson 2:</b> When was the first flight?  <b>Lesson 3:</b> Why was Bessie Coleman significant?  <b>Lesson 4:</b> Why is Amelia Earhart significant?  <b>Lesson 5:</b> Why was the Moon landing special?  <b>Lesson 6:</b> How did we learn to fly?</p>	<p><b>Lesson 1:</b> What is a monarch?  <b>Lesson 2:</b> Who is our monarch today?  <b>Lesson 3:</b> How did William the Conqueror become King of England?  <b>Lesson 4:</b> How did William the Conqueror rule?  <b>Lesson 5:</b> How did castles change?  <b>Lesson 6:</b> What was a monarch in the past?</p>
<p><b>End of unit goals</b></p> <p><b>Suggested assessment task</b></p>	<p>Correctly order and date four photographs on a timeline and add some dates.</p> <ul style="list-style-type: none"> <li>•Ask one question about schools in the past.</li> <li>•Make one comparison between schools in the past and present.</li> <li>•Use sources to research and develop an understanding of what schools were like 100 years ago.</li> <li>•Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</li> <li>•Recognise two similarities and two differences between schools now and schools in the past.</li> <li>•State whether they would have preferred to go to school in the past or not and explain why.</li> </ul> <p><a href="https://www.kapowprimary.com/#subjects">https://www.kapowprimary.com/#subjects</a>  KAPOW assessment task for the unit.</p>	<p>Identify important events surrounding the history of flight.  Explain how a significant event has changed the lives of others.  Ask questions about people and events in the past.  Use primary sources to find out about people and events in the past.  Correctly order five events on a timeline.</p> <p><a href="https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-2/how-did-we-learn-to-fly/assessment-history-y2-how-did-we-learn-to-fly/">https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-2/how-did-we-learn-to-fly/assessment-history-y2-how-did-we-learn-to-fly/</a></p>	<p>Recall that a monarch is a king or queen.  Explain that recent monarchs in the UK do not have the power to make decisions alone.  Identify some of the monarch’s roles.  Explain that a king or queen is crowned in a special ceremony called a coronation.  Name some of the main steps in the coronation ceremony.  Explain the use of special objects in the coronation.  Use sources to explain how William the Conqueror became King of England.  Know that monarchs in the past had all the power to make decisions.  Explain how William the Conqueror kept order and conquered England.  Identify the two different types of castle built by the Normans.  Compare the similarities and differences between Norman castles.  Identify features of Norman castles.  Explain how castles have changed over time.  Recognise that we still have castles today.  Sequence castles on a timeline.  Describe characteristics of the monarchy in the past.  Identify that the monarchy has changed over time.  Make comparisons between past and present monarchy.</p>

			<a href="https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-2/what-is-a-monarch/assessment-history-y2-what-is-a-monarch/">https://www.kapowprimary.com/subjects/history/key-stage-1/history-year-2/what-is-a-monarch/assessment-history-y2-what-is-a-monarch/</a>
<b>Suggestions for the development of deeper learning</b>	<p><b>Lesson 1:</b> Can add all dates using Activity: Timeline (extension).</p> <p><b>Lesson 2:</b> Could be challenged to think of a question using each of the question words: what, who, when, where, why and how.</p> <p><b>Lesson 3:</b> Could be challenged to make comparisons between schools then and now. Could be selected to role-play a schoolchild from 100 years ago and receive questions from the class.</p> <p><b>Lesson 4:</b> Should use the Activity: How have schools changed? (extension).</p> <p><b>Lesson 5:</b> Could add their own ideas to each column.</p> <p><b>Lesson 6:</b> Could be challenged to give more than one reason for their choice.</p>	<p><b>Lesson 1:</b> Write a sentence in each box along with a drawing to explain what is happening.</p> <p><b>Lesson 2:</b> Can write a sentence to explain why the first flight was a significant event; can explain why some events and people are more significant than others.</p> <p><b>Lesson 3:</b> Can explain which events were the most significant in Bessie Coleman’s lifetime and why.</p> <p><b>Lesson 4:</b> Record an account for Amelia Earhart as well as the eyewitness. This could be written in their books alongside their eyewitness account.</p> <p><b>Lesson 5:</b> Use the Activity: Hot seating questions (extension) to write four questions.</p> <p><b>Lesson 6:</b> Sequence six events and dates correctly on the timeline. Recognise more than one change and continuity in the history of flight.</p>	<p><b>Lesson 1:</b> Explain what they think life would be like for a monarch; could consider what their favourite or least favourite royal duty would be.</p> <p><b>Lesson 2:</b> Could be tapped on their shoulders to instruct them to explain how their character feels when acting out the coronation.</p> <p><b>Lesson 3:</b> Draw what they think is on the next section of the Bayeux Tapestry.</p> <p><b>Lesson 4:</b> Label and add a description of each feature on the motte-and-bailey castle and the stone keep castle.</p> <p><b>Lesson 5:</b> Write a note to William the Conqueror advising him on how he could improve his castles.</p> <p><b>Lesson 6:</b> Add their own words to the zone of relevance; could design a Bayeux Tapestry for today’s monarch (this could be King Charles III’s Coronation) and add labels to describe today’s monarchy.</p>
<b>Enrichment opportunities</b>	<p><b>English:</b> Spoken language: Asking relevant questions about schools in the past; giving well-structured explanations to answer the question, ‘Would you have preferred to go to school in the past?’; participating in collaborative conversations about schools in the past.</p> <p><b>Maths:</b> Recognising and using language relating to dates to sequence schools on a timeline.</p>	<p><b>English:</b> Participating in conversations about the first flight; creating a freeze frame of the first flight; expressing feelings about Bessie Coleman’s story; orally composing an eye witness account of Amelia Earhart’s flight across the Atlantic Ocean; hot seating Neil Armstrong to find out about his mission to the moon.</p> <p><b>Maths:</b> Recognising and using language relating to dates to sequence events on a timeline.</p>	<p><b>English:</b> Participating in role play of the coronation.</p> <p><b>Art/Design:</b> Designing a crown to represent the role of a monarch; designing a section of the Bayeux Tapestry; designing a castle by drawing or using modelling materials.; creating a storyboard about how William the Conqueror became King of England.</p>

	<p><b>Art and Design:</b> Drawing and labelling school today and in the past to identify similarities and differences.</p> <p><b>Geography:</b> Comparing old maps of the local area to identify changes over time.</p>		
<b>Links to future learning</b>	How have children's lives changed?	What did the Greeks ever do for us? (Year 5)	How hard was it to invade and settle in Britain? (Year 4)

### CLASS / YEAR GROUP History Year 3

	Autumn 1/2	Spring 1/2	Summer 1/2
<b>Focus</b>	<p>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions.</p> <p>Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p>	<p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p>



Inquiry Question	Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Why did the Romans settle in Britain?	What did the Egyptians believe?
<p><b>National Curriculum</b></p> <p><b>EYFS Statutory Framework</b></p>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age.</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• 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.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</li> </ul>	<ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain.</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• 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.</li> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> </ul>	<ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</li> <li>• Understand historical concepts such as continuity and change, cause and</li> </ul>

	<p>and create their own structured accounts, including written narratives and analyses 'peasantry'</p>	<ul style="list-style-type: none"> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> </ul>	<p>consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>
<p><b>Substantive Concepts</b></p>	<p><b><u>Power ( Monarchy, Government, Empire)</u></b> To understand the development of groups, kingdom and monarchy in Britain.</p> <p><b><u>Invasion, Settlement and Migration.</u></b> To understand that there are varied reasons for coming to Britain. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time.</p> <p><b><u>Civilisation</u></b> To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p><b><u>Trade</u></b> To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p>	<p><b><u>Power ( Monarchy, Government, Empire)</u></b> To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse.</p> <p><b><u>Invasion, Settlement and Migration.</u></b> To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain.</p> <p><b><u>Civilisation</u></b> To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles</p> <p><b><u>Trade</u></b> To know that communities traded with each other and</p>	<p><b><u>Power ( Monarchy, Government, Empire)</u></b> To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p><b><u>Civilisation</u></b> To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles</p> <p><b><u>Beliefs</u></b> To understand that there are different beliefs in different cultures, times and groups. To compare the beliefs in different cultures, times and groups.</p> <p><b><u>Achievements and follies of mankind.</u></b> To be aware of the achievements of the Ancient Egyptians.</p>

	<p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were the rich members of society.</p>	<p>over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p><b>Beliefs</b></p> <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p><b>Achievements and follies of mankind</b></p> <p>To be able to identify achievements and inventions that still influence our lives today from Roman times</p>	
<p><b>Key Vocabulary</b></p>	<p>Evidence reconstruction  limitations copper Amesbury Archer  tin Stonehenge  trade artefacts  import deduction  export flint  goods duration  barter similarities  change differences  continuity bronze  tribes king/chief</p>	<p>Boudicca  empire  inference  invasion  legacy  Romans  settlers</p>	<p>afterlife  Book of the Dead  civilisation  historically significant  immortal  mummification  preserve  Ra  River Nile  sarcophagus</p>
<p><b>Prior Knowledge</b></p>	<p>How am I making History? (Year 1)</p>	<p>What is a monarch? ( Year 2)</p>	<p>What changed between the Stone Age and the Iron Age?  ( Year 3)</p>

<p><b>Key Knowledge (Substantive )</b></p>	<p><b>Chronological Awareness</b>          To know that history is divided into periods of history          e.g. ancient times, middle ages and modern.          To know that BC means before Christ and is used to show years before the year 0.          To know that AD means Anno Domini and can be used to show years from the year 1AD.          To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.          To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.          To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.  <u><b>Change and continuity</b></u>          To know that change can be brought about by advancements in transport and travel.          To know that change can be brought about by advancements in materials.          To know that change can be brought about by advancements in trade  <u><b>Cause and consequence.</b></u>          NA  <u><b>Historical significance.</b></u>          To know that significant archaeological findings are those which change how we see the past.  <u><b>Sources of evidence</b></u>          To know that archaeological evidence can be used to find out about the past.          To know that we can make inferences and deductions using images from the past.  <u><b>Historical Interpretations.</b></u>          To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p>	<p><b>Chronological Awareness</b>          To know that history is divided into periods of history e.g. ancient times, middle ages and modern.          To know that BC means before Christ and is used to show years before the year 0.          To know that AD means Anno Domini and can be used to show years from the year 1AD.          To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.  <u><b>Change and Continuity</b></u>          To know that change can be brought about by advancements in materials.  <u><b>Cause and Consequence</b></u>          To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).  <u><b>Historical Significance</b></u>          N/A  <u><b>Sources of Evidence</b></u>          To know that archaeological evidence can be used to find out about the past.          To know that we can make inferences and deductions using images from the past.  <u><b>Historical Interpretation</b></u>          N/A</p>	<p><b>Chronological Awareness</b>          To know that AD means Anno Domini and can be used to show years from the year 1AD.  <u><b>Change and Continuity</b></u>          To know that change can be brought about by advancements in trade  <u><b>Cause and Consequence</b></u>          N/A  <u><b>Historical Significance</b></u>          To know that significant archaeological findings are those which change how we see the past.          To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come  <u><b>Sources of Evidence</b></u>          To know that archaeological evidence can be used to find out about the past.          To know that we can make inferences and deductions using images from the past.  <u><b>Historical Interpretation</b></u>          To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.          To know that assumptions made by historians can change in the light of new evidence.</p>
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	To know that assumptions made by historians can change in the light of new evidence.		
<b>Key Skills (Disciplinary)</b>	<p><b><u>Chronological Awareness.</u></b>  Sequencing events on a timeline, referring to times studied in KSI to see where these fit in.  Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.  Using dates to work out the interval between periods of time and the duration of historical events or periods.  Using BC/AD/Century. the periods studied.  Placing the time studied on a timeline.  Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.  Noticing connections over a period of time.  <b><u>Change and continuity.</u></b>  Identifying reasons for change and reasons for continuities.  Identifying what the situation was like before the change occurred.  Comparing different periods of history and identifying changes and continuity.  Describing the changes and continuity between different periods of history.  Identifying the links between different societies.  <b><u>Cause and consequence</u></b>  Identifying reasons for historical events, situations and changes.  <b><u>Similarities and Differences</u></b>  Explaining similarities and differences between daily lives of people in the past and today.  Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p><b><u>Chronological Awareness</u></b>  Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.  Using dates to work out the interval between periods of time and the duration of historical events or periods  Using BC/AD/Century.  Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.  Placing the time studied on a timeline.  Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.  Noticing connections over a period of time.  <b><u>Change and Continuity</u></b>  Identifying what the situation was like before the change occurred.  Comparing different periods of history and identifying changes and continuity.  Describing the changes and continuity between different periods of history.  <b><u>Cause and Consequence</u></b>  Identifying the consequences of events and the actions of people.  Identifying reasons for historical events, situations and changes.  <b><u>Similarities and Differences</u></b>  Explaining similarities and differences between daily lives of people in the past and today.  Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p><b><u>Chronological Awareness</u></b>  Sequencing events on a timeline, referring to times studied in KSI to see where these fit in.  Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.  Using dates to work out the interval between periods of time and the duration of historical events or period  Using BC/AD/Century.  Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.  Placing the time studied on a timeline.  Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.  Noticing connections over a period of time.  Making a simple individual timeline.  <b><u>Change and Continuity</u></b>  Identifying the links between different societies.  <b><u>Cause and Consequence</u></b>  Identifying the consequences of events and the actions of people.  Identifying reasons for historical events, situations and changes.  <b><u>Similarities and Differences</u></b>  N/A  <b><u>Historical Significance</u></b>  N/A  <b><u>Sources of Evidence</u></b>  N/A  <b><u>Historical Interpretations</u></b>  N/A  <b><u>Historical Enquiry</u></b></p>

	<p><b><u>Historical significance</u></b> N/A</p> <p><b><u>Sources of evidence</u></b> Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures.</p> <p><b><u>Historical Interpretations.</u></b> Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources.</p> <p><b><u>Historical Enquiry</u></b> Understanding how historical enquiry questions are Structured. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Using a range of sources to construct knowledge of the past. Extracting the appropriate information from a historical source. Identifying primary and secondary sources. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question “How do we know?” Reaching conclusions that are substantiated by historical evidence.</p>	<p><b><u>Historical Significance</u></b> Recalling some important people and events. Identifying who is important in historical sources and accounts.</p> <p><b><u>Sources of Evidence</u></b> Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures.</p> <p><b><u>Historical Interpretations</u></b> Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources</p> <p><b><u>Historical Enquiry</u></b> Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Asking questions about the bias of historical evidence. Using a range of sources to construct knowledge of the past. Defining the terms ‘source’ and ‘evidence’. Extracting the appropriate information from a historical source. Identifying primary and secondary sources. Identifying the bias of a source. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups.</p>	<p>Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the bias of historical evidence. Extracting the appropriate information from a historical source. Identifying primary and secondary sources. Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question “How do we know?” Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today. Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry</p>
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	<p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Asking the question “How do we know?”</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>	
<b>Sequence of lessons</b>	<p><b>Lesson 1:</b> How long ago did Prehistoric man live?</p> <p><b>Lesson 2:</b> What does Skara Brae tell us about life in the Stone Age?</p> <p><b>Lesson 3:</b> Who was the Amesbury Archer?</p> <p><b>Lesson 4:</b> How did bronze change life in the Stone Age?</p> <p><b>Lesson 5:</b> How did trade change the Iron Age?</p> <p><b>Lesson 6:</b> What changed between the Stone Age and the Iron Age?</p>	<p><b>Lesson 1:</b> Why did the Romans invade and settle in Britain?</p> <p><b>Lesson 2:</b> How did Britons respond to the Roman invasion?</p> <p><b>Lesson 3:</b> Why was the Roman army so successful? (Part 1)</p> <p><b>Lesson 4:</b> Why was the Roman army so successful? (Part 2)</p> <p><b>Lesson 5:</b> What do artefacts tell us about life in Roman times?</p> <p><b>Lesson 6:</b> How did the Romans change modern Britain?</p>	<p><b>Lesson 1:</b> Who were the Egyptians and when did they live?</p> <p><b>Lesson 2:</b> What did the ancient Egyptians believe?</p> <p><b>Lesson 3:</b> Why and how did the Egyptians build the pyramids?</p> <p><b>Lesson 4:</b> How and why did the Egyptians mummify people?</p> <p><b>Lesson 5:</b> What does the Book of the Dead tell us about ancient Egyptian beliefs?</p> <p><b>Lesson 6:</b> What did the ancient Egyptians believe?</p>
<p><b>End of unit goals</b></p> <p><b>Suggested assessment task</b></p>	<p>Understand that prehistory was a long time ago.</p> <p>Accurately place AD and BC on a timeline.</p> <p>Identify conclusions that are certainties and possibilities based on archaeological evidence.</p> <p>Explain the limitations of archaeological evidence.</p> <p>Use artefacts to make deductions about the Amesbury Archer’s life.</p> <p>Identify gaps in their knowledge of the Bronze Age.</p>	<p>Explain the meaning of empire and invasion.</p> <p>Understand the chronology of the Roman invasion of Britain.</p> <p>Identify the consequences of the Roman invasion.</p> <p>Create an interpretation of Boudicca using sources.</p> <p>Explain why the Romans needed a powerful army.</p> <p>Identify a soldier’s equipment.</p> <p>Explain how the Roman army was organised and perform simple manoeuvres and drills.</p>	<p>Identify the ancient civilisations and key periods in ancient Egypt.</p> <p>Describe the physical features of Egypt.</p> <p>Explain the Egyptian creation story.</p> <p>Identify the characteristics of important gods or goddesses.</p> <p>Explain why the pyramids were built.</p> <p>Identify the stages and challenges of building a pyramid.</p> <p>Explain the links between ancient Egyptian beliefs and mummification.</p>

	<p>Explain how bronze was better than stone and how it transformed farming.          Explain how trade increased during the Iron Age and why coins were needed.          Identify changes and continuities between the Neolithic and Iron Age periods.          Explain which period they would prefer to have lived in, providing evidence for their choice.  <a href="https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/would-you-prefer-to-live-in-the-stone-age-or-the-iron-age/assessment-history-y3-bronze-age-iron-age-or-stone-age/">https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/would-you-prefer-to-live-in-the-stone-age-or-the-iron-age/assessment-history-y3-bronze-age-iron-age-or-stone-age/</a>          Assessment task.</p>	<p>Make observations about an artefact.          Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.   <a href="https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/assessment-history-y3-why-did-the-romans-settle-in-britain/">https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/assessment-history-y3-why-did-the-romans-settle-in-britain/</a></p>	<p>Name sources that can be used to find out about ancient Egyptian beliefs.          Explain some Egyptian beliefs about the afterlife.   <a href="https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/assessment-history-y3-what-did-the-ancient-egyptians-believe/">https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/what-did-the-ancient-egyptians-believe/assessment-history-y3-what-did-the-ancient-egyptians-believe/</a></p>
<p><b>Suggestions for the development of deeper learning</b></p>	<p><b>Lesson 1:</b> Challenge the children to research and add additional key information to the Prehistory part of the timeline. They could then explain the importance of the events to the rest of the group.  <b>Lesson 2:</b> These children could explain the differences between Activity: Skara Brae and the reconstruction of Skara Brae. They should understand that the evidence does not give all the answers.  <b>Lesson 3:</b> Could identify unanswered questions they still have about the Archer after investigating each object. This shows the limitations of archaeological evidence. They could consider the types of evidence needed to answer questions.  <b>Lesson 4:</b> Could compare the way people found food in the Bronze Age with today and identify similarities and differences.  <b>Lesson 5:</b> Could be asked to explain why bartering was so difficult during the Wrap up activity, and record evidence to explain this during Activity: Would you survive?</p>	<p><b>Lesson 1:</b> Assess the impact of the Roman invasion on the Britons.  <b>Lesson 2:</b> Can provide evidence for their inferences about Boudicca’s personality and appearance using Activity: Drawing inferences about Boudicca (extension).  <b>Lesson 3:</b> Create a written explanation of how the soldier’s equipment protected him.  <b>Lesson 4:</b> Create a poster to explain how the Roman army was so effective.  <b>Lesson 5:</b> Create a museum guide for an artefact using Activity: Artefact guide.  <b>Lesson 6:</b> Create a poster explaining the ways in which the Romans changed Britain.</p>	<p><b>Lesson 1:</b> Add other concurrent civilisations to the timeline; could research important dates to add (for example, in BC 332, Alexander the Great conquered Egypt.)  <b>Lesson 2:</b> Explain why they selected the god’s symbols.  <b>Lesson 3:</b> Develop two solutions to overcome each challenge and evaluate which solution would be the best and why; could consider why the pyramids are one of ‘The Seven Wonders of the Ancient World’; could consider how the pyramid construction process would be similar or different today.  <b>Lesson 4:</b> Research and compare the afterlife beliefs of other civilisations to the Egyptians; could write a description for each of their images showing the mummification process; could consider what the complex mummification process tells us about the ancient Egyptians.  <b>Lesson 5:</b> Compare scenes from different Books of the Dead to assess whether the Egyptians had different beliefs about the afterlife; could identify reasons for the different perspectives of the afterlife.</p>



	<b>Lesson 6:</b> Should identify why change has taken place and why some items have remained the same.		Lesson 6: Compare Egyptian beliefs to the beliefs of another civilisation that lived concurrently, for example, the ancient Greeks.
<b>Enrichment opportunities</b>	<p><b>English:</b> Spoken language: Hypothesising what objects belonging to the Amesbury Archer.</p> <p><b>Maths:</b> Number - number and place value: Counting backwards in 1000s to count back in years to prehistory.</p> <p><b>Geography:</b> Investigating the items traded in the Iron Age and where they came from; comparing the features of settlements.</p>	<p><b>English:</b> Spoken language: Identifying how the Romans changed Britain and justifying their answers.</p> <p><b>Art/Design:</b> Creating a visual interpretation of Boudicca.</p> <p><b>PE:</b> Carrying out Roman army drill movement sequences.</p>	<p><b>English:</b> Spoken language: Creating a script for a video about ancient Egyptian beliefs and presenting it; writing instructions to mummify a Tomato.</p> <p><b>Science:</b> States of matter (Y4) Observing the changes to a tomato.</p> <p><b>Geography:</b> Identifying the physical features of ancient Egypt.</p> <p><b>RE:</b> Exploring the beliefs of the ancient Egyptians.</p>
<b>Links to future learning</b>	British history 3: How hard was it to invade and settle in Britain? ( Year 4)	British history 3: How hard was it to invade and settle in Britain? ( Year 4)	What did the Greeks ever do for us? (Year 5)

## CLASS / YEAR GROUP History Year 4

	<b>Autumn 1/2</b>	<b>Spring 1/2</b>	<b>Summer 1/2</b>
<b>Focus</b>	Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.	Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.	Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers
<b>Inquiry Question</b>	<b>How have children's lives changed?</b>	<b>How hard was it to invade &amp; settle in Britain?</b>	<b>Were the Vikings raiders, traders or settlers?</b>
<b>National Curriculum</b>  <b>EYFS Statutory Framework</b>	<ul style="list-style-type: none"> <li>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>	<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>Know and understand the history of these islands as a coherent, chronological</li> </ul>

	<p>influenced and been influenced by the wider world.</p> <ul style="list-style-type: none"> <li>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> </ul>	<p>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> <ul style="list-style-type: none"> <li>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> </ul>
<p><b>Substantive concepts</b></p>	<p><b><u>Civilisation</u></b>          To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.          To know that education existed in some cultures, times and groups.</p>	<p><b><u>Power (monarchy, government and empire)</u></b>          To understand the development of groups, kingdom and monarchy in Britain.          To know who became the first ruler of the whole of England.  <b><u>Invasion, settlement and migration</u></b>          To know that there were different reasons for invading Britain.          To understand that there are varied reasons for coming to Britain.          To know that there are different reasons for migration.          To know that settlement created tensions and problems.          To understand the impact of settlers on the existing population.</p>	<p><b><u>Power (monarchy, government and empire)</u></b>          To understand the development of groups, kingdom and monarchy in Britain.          To know who became the first ruler of the whole of England.  <b><u>Invasion, settlement and migration</u></b>          To know that there were different reasons for invading Britain.          To understand that there are varied reasons for coming to Britain.          To know that there are different reasons for migration.          To know that settlement created tensions and problems.          To understand the impact of settlers on the existing population</p>

			<p>To understand the earliest settlements in Britain. To know that settlements changed over time.</p>		<p><b>Civilisation</b> To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p><b>Trade</b> To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society.</p> <p><b>Beliefs</b> To know about paganism and the introduction of Christianity in Britain. To compare the beliefs in different cultures, times and groups.</p> <p><b>Achievements and follies of mankind</b> To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain</p>
<p><b>Key Vocabulary</b></p>	<p>Childhood trapper Continuity hurrier/hurrying Change gin</p>	<p>oath ragged schools primary source poverty secondary source bill</p>	<p>Angles Britons convert empire inference invasion Kingdom</p>	<p>paganism Pope Romans Saxons settlement settlers Vikings</p>	<p>Anglo-Saxon Chronicle balanced bias cause consequence Danelaw event</p>

	<p>chronological order textile mills inference bird scarer observation domestic servant apprentice working conditions chaffing wheat factory acts hot seat Parliament</p>	<p>reform leisure time compare plague smallpox cholera treatments vaccination flu master Government</p>	<p>missionary</p>		<p>longboat one-sided perspective Viking</p>
<b>Prior Knowledge</b>	How was school different in the past? (Year 2)	British history 2: Why did the Romans settle in Britain? ( Year 3)	How hard was it to invade and settle in Britain? ( Year 4)		
<b>Key Knowledge (Substantive )</b>	<p><b><u>Chronological Awareness</u></b> To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p> <p><b><u>Change and Continuity</u></b> N/A</p> <p><b><u>Cause and Consequence</u></b> To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change.</p> <p><b><u>Historical Significance</u></b> To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p><b><u>Sources of evidence</u></b> To know that we can make inferences and deductions using images from the past.</p> <p><b><u>Historical Interpretations.</u></b></p>	<p><b><u>Chronological Awareness</u></b> N/A</p> <p><b><u>Change and Continuity</u></b> N/A</p> <p><b><u>Cause and Consequence</u></b> N/A</p> <p><b><u>Historical Significance</u></b> To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p><b><u>Sources of Evidence</u></b> To know that we can make inferences and deductions using images from the past.</p> <p><b><u>Historical Interpretation</u></b> N/A</p>	<p><b><u>Chronological Awareness</u></b> To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods</p> <p><b><u>Change and Continuity</u></b> To know that change can be brought about by advancements in trade.</p> <p><b><u>Cause and Consequence</u></b> To know that advancements in science and technology can be the cause of change.</p> <p><b><u>Historical Significance</u></b> To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p><b><u>Sources of Evidence</u></b> To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.</p>		

	To know that assumptions made by historians can change in the light of new evidence.		<b><u>Historical Interpretation.</u></b> To know that assumptions made by historians can change in the light of new evidence.
<b>Key Skills (Disciplinary)</b>	<p><b><u>Chronological Awareness</u></b> Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Sequencing eight to ten artefacts, historical pictures events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline. <b><u>Change and Continuity.</u></b> Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. <b><u>Cause and Consequence</u></b> Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. <b><u>Similarities and Differences.</u></b></p>	<p><b><u>Chronological Awareness</u></b> Sequencing events on a timeline, referring to times studied in KSI to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline <b><u>Change and Continuity</u></b> Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies. <b><u>Cause and Consequence</u></b> Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes</p>	<p><b><u>Chronological Awareness</u></b> Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally. <b><u>Change and Continuity</u></b> Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. <b><u>Cause and Consequence</u></b> Asking why things happen and beginning to explain why with support. <b><u>Similarities and Differences</u></b> N/A <b><u>Historical Significance</u></b> N/A <b><u>Sources of Evidence</u></b> Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). <b><u>Historical Interpretation</u></b> Beginning to identify different ways to represent the past (e.g. photos, stories). <b><u>Historical Enquiry</u></b> Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people.</p>

	<p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p><b><u>Historical Significance</u></b>  Recalling some important people and events.  Identifying who is important in historical sources and accounts.</p> <p><b><u>Sources of evidence.</u></b>  Using evidence to build up a picture of a past event.  Observing the small details when using artefacts and pictures.  Identifying sources which are influenced by the personal beliefs of the author.</p> <p><b><u>Historical Interpretations</u></b>  Identifying the differences between different sources and giving reasons for the ways in which the past is represented.  Evaluating the usefulness of different sources.</p> <p><b><u>Historical Enquiry</u></b>  Understanding how historical enquiry questions are structured.  Creating historically-valid questions across a range of time periods, cultures and groups of people.  Asking questions about the main features of everyday life in periods studied, e.g. how did people live.  Creating questions for different types of historical enquiry.  Asking questions about the bias of historical evidence  Using a range of sources to construct knowledge of the past.  Defining the terms ‘source’ and ‘evidence’  Extracting the appropriate information from a historical source.  Selecting and recording relevant information from a range of sources to answer a question.</p>	<p><b><u>Similarities and Differences</u></b>  Identifying similarities and differences between periods of history.  Explaining similarities and differences between daily lives of people in the past and today.  Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p><b><u>Historical Significance</u></b>  Recalling some important people and events.  Identifying who is important in historical sources and accounts.</p> <p><b><u>Sources of Evidence</u></b>  Using a range of sources to find out about a period.  Using evidence to build up a picture of a past event.  Observing the small details when using artefacts and picture</p> <p><b><u>Historical Interpretations</u></b>  Identifying and giving reasons for different ways in which the past is represented.  Exploring different representations from the period  e.g. archaeological evidence, museum evidence, cartoons and books.  Evaluating the usefulness of different sources.</p> <p><b><u>Historical Enquiry</u></b>  Understanding how historical enquiry questions are structured.  Creating historically-valid questions across a range of time periods, cultures and groups of people.  Asking questions about the main features of everyday life in periods studied, e.g. how did people live.  Asking questions about the bias of historical evidence.</p>	<p>Creating questions for different types of historical enquiry.  Asking questions about the bias of historical evidence.  Using a range of sources to construct knowledge of the past.  Defining the terms ‘source’ and ‘evidence’.  Extracting the appropriate information from a historical source.  Selecting and recording relevant information from a range of sources to answer a question.  Identifying primary and secondary sources.  Identifying the bias of a source.  Comparing and contrasting different historical sources.  Understanding that there are different ways to interpret evidence.  Interpreting evidence in different ways.  Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.  Asking the question “How do we know?”  Understanding that there may be multiple conclusions to a historical enquiry question.  Reaching conclusions that are substantiated by historical evidence.  Communicating knowledge and understanding through discussion, debates, drama, art and writing.  Constructing answers using evidence to substantiate findings.  Identifying weaknesses in historical accounts and Arguments.  Creating a structured response or narrative to answer a historical enquiry.  Describing past events orally or in writing, recognising similarities and differences with today.</p>
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	<p>Identifying primary and secondary sources.  Identifying the bias of a source.  Comparing and contrasting different historical sources.  Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.  Making links and connections across a period of time, cultures or groups.  Asking the question “How do we know?”  Recognising similarities and differences between past events and today.  Communicating knowledge and understanding through discussion, debates, drama, art and writing.  Constructing answers using evidence to substantiate findings.  Creating a structured response or narrative to answer a historical enquiry.  Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Using a range of sources to construct knowledge of the past.  Defining the terms ‘source’ and ‘evidence’.  Extracting the appropriate information from a historical source.  Identifying primary and secondary sources.  Identifying the bias of a source.  Comparing and contrasting different historical sources.  Understanding that there are different ways to interpret evidence.  Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.  Making links and connections across a period of time, cultures or groups.  Asking the question “How do we know?”  Understanding that there may be multiple conclusions to a historical enquiry question.  Reaching conclusions that are substantiated by historical evidence.  Communicating knowledge and understanding through discussion, debates, drama, art and writing.  Constructing answers using evidence to substantiate findings.  Identifying weaknesses in historical accounts and arguments.  Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.  Creating a structured response or narrative to answer a historical enquiry.</p>	
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<p><b>Sequence of lessons</b></p>	<p><b>Lesson 1:</b> What do sources tell us about how children’s lives have changed?  <b>Lesson 2:</b> Why did Tudor children work and what was it like?  <b>Lesson 3:</b> What jobs did children have in Victorian England and what were they like?  <b>Lesson 4:</b> How did Lord Shaftesbury help to change the lives of children?  <b>Lesson 5:</b> How and why has children’s leisure time changed?  <b>Lesson 6:</b> What were the diseases children caught and how were they treated?</p>	<p><b>Lesson 1:</b> Who were the Anglo-Saxons and the Scots?  <b>Lesson 2:</b> How did the Anglo-Saxons settle in Britain?  <b>Lesson 3:</b> What does Sutton Hoo tell us about Anglo-Saxon life?  <b>Lesson 4:</b> How did Christianity arrive in Britain?  <b>Lesson 5:</b> Was King Alfred really great?  <b>Lesson 6:</b> How did Anglo-Saxon rule end?</p>	<p><b>Lesson 1:</b> Who were the Vikings and why did they come to Britain?  <b>Lesson 2:</b> What do we know about the Vikings?  <b>Lesson 3:</b> How did the Vikings travel?  <b>Lesson 4:</b> Were the Vikings raiders or traders?  <b>Lesson 5:</b> What were the consequences of the Anglo-Saxon and Vikings’ struggle for Britain?  <b>Lesson 6:</b> What was Viking life in Britain like?</p>
<p><b>End of unit goals</b>   <b>suggested assessment task</b></p>	<p>Make observations and deductions from sources. Suggest how children’s lives have changed. Explain why children needed to work. Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases from the past and discuss how effective the treatments were.  Assessment  <a href="https://www.kapowprimary.com/subjects/history/1-over-key-stage-2/history-year-3-4/how-have-childrens-lives-changed/assessment-history-y4-how-have-childrens-lives-changed/">https://www.kapowprimary.com/subjects/history/1-over-key-stage-2/history-year-3-4/how-have-childrens-lives-changed/assessment-history-y4-how-have-childrens-lives-changed/</a></p>	<p>Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities needed to be a monarch in 1066.   <a href="https://www.kapowprimary.com/subjects/history/1-over-key-stage-2/history-year-3-4/how-hard-was-it-to-invade-and-settle-in-britain/assessment-history-y4-how-hard-was-it-to-settle-in-britain/">https://www.kapowprimary.com/subjects/history/1-over-key-stage-2/history-year-3-4/how-hard-was-it-to-invade-and-settle-in-britain/assessment-history-y4-how-hard-was-it-to-settle-in-britain/</a></p>	<p>Identify the different reasons for migration to Britain. Sequence events according to their significance for groups of people. Explain where the Vikings came from and why they came to Britain. Make inferences from sources. Explain how sources can be biased. Find evidence within a source to support their reasoning. Describe the parts of a longboat. Design and creating a longboat. Describe what the Vikings traded. Identify Viking trading routes. Explain whether the Vikings were traders or raiders and providing supporting evidence. Identify important events in the Anglo-Saxon and Viking struggle for Britain. Explain the meaning of cause and consequence. Suggest the cause and consequences of events. Make observations and deductions about artefacts.  <a href="https://www.kapowprimary.com/subjects/history/1-over-key-stage-2/history-year-3-4/were-the-vikings-raiders-traders-or-settlers/assessment-">https://www.kapowprimary.com/subjects/history/1-over-key-stage-2/history-year-3-4/were-the-vikings-raiders-traders-or-settlers/assessment-</a></p>

			<a href="#">history-y4-were-the-vikings-raiders-traders-or-settlers/</a>
<p><b>Suggestions for the development of deeper learning</b></p>	<p><b>Lesson 1:</b> Could order the changes into the most significant, significant and least significant using Activity: Categorising change (extension).  <b>Lesson 2:</b> Could identify the key things children want to know about working conditions and research a job to answer these questions. They could be put in the hot seat as a character, using their research.  <b>Lesson 3:</b> Could research different jobs (e.g. chimney sweep, match girl or pottery maker) and find their own sources using a laptop or tablet. Could use the Activity: Letter home (extension) to identify with and deepen their understanding of Victorian working conditions.  <b>Lesson 4:</b> Should identify and rank the most important working conditions for Victorian children; should put themselves in the position of a Victorian factory owner and explain how they would respond to the Factory Act; could consider how Lord Shaftesbury would assess and reform children's lives today.  <b>Lesson 5:</b> Could carry out additional research to provide a more in-depth explanation of why changes to leisure activities occurred.  <b>Lesson 6:</b> Could research the kind of treatments that are used for the diseases today and explain how treatments have changed.</p>	<p><b>Lesson 1:</b> Can use Activity: Writing home including reasons for the Anglo-Saxons' arrival in Britain and identifying the most important reason.  <b>Lesson 2:</b> Write a brief explanation text outlining the effectiveness of wattle and daub.  <b>Lesson 3:</b> Can evaluate the significance of the Sutton Hoo discoveries.  <b>Lesson 4:</b> Add symbols to their stained glass window which represent the saint and annotate the drawing explaining why these symbols have been selected.  <b>Lesson 5:</b> Analyse the differences in interpretations about King Alfred the Great and explain why there are different interpretations.  <b>Lesson 6:</b> Create a poster advertising the leadership credentials of their selected contender for the English throne.</p>	<p><b>Lesson 1:</b> Research additional dates and events to add to their timeline using a device.  <b>Lesson 2:</b> Should be encouraged to identify any missing evidence in sources.  <b>Lesson 3:</b> Investigate the engineering features of a slow-moving vessel, such as a narrowboat and identify if the design requirements differ from those of a Viking ship.  <b>Lesson 4:</b> Investigate modern trading routes and compare them to Viking ones to understand the diversification of modern trade on a global scale.  <b>Lesson 5:</b> Compare the events and order them by their importance, explaining the reasons for their choices.  <b>Lesson 6:</b> Compare conclusions with each other identifying the bias and suggest the sources of evidence that could be used to create a balanced viewpoint.</p>

<p><b>Enrichment opportunities</b></p>	<p><b>English:</b> Comparing images of children's lives through time; creating questions to hot-seat a Tudor apprentice; explaining why certain ratings might have been given for the treatments used to treat disease.</p>	<p><b>English:</b> Spoken language: Presenting inferences about an artefact; explaining how a missionary spread Christianity; explaining their interpretation of Alfred the Great; presenting an argument for a contender's claim to the throne.  <b>ART/DT:</b> Creating a stained glass window of a saint .Creating a wattle and daub panel.  <b>Geography:</b> Identifying the features of Anglo-Saxon settlements;</p>	<p><b>DT:</b> Designing a Viking longboat.  <b>Geography:</b> Using a map to identify where the Vikings came from and their trading routes.</p>
<p><b>Links to future learning</b></p>	<p>What was the impact of World War 2 on the people of Britain? (Year 6)</p>	<p>British history 5: What was life like in Tudor England? (Year 5)</p>	<p>British history 5: What was life like in Tudor England? ( Year 5)</p>

## CLASS / YEAR GROUP History Year 5

	Autumn 1/2	Spring 1/2	Summer 1/2
<b>Focus</b>	Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times	Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.
<b>Inquiry Question</b>	<b>What was life like in Tudor England?</b>	<b>What did the Greeks ever do for us?</b>	<b>How did the Maya civilisation compare to the Anglo Saxons?</b>
<b>National Curriculum</b>  <b>EYFS Statutory Framework</b>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-timescales.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• Know and understand the history of these islands as a coherent,</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> </ul>	<p>timescales.</p> <ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>	<p>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> <ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>
<p><b>Substantive Concepts</b></p>	<p><b><u>Power (monarchy, government and empire)</u></b> To understand how the monarchy exercised absolute power.</p> <p><b><u>Invasion, Settlement and Migration.</u></b> To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p><b><u>Beliefs</u></b> To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact.</p>	<p><b><u>Power (monarchy, government and empire)</u></b> To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.</p> <p><b><u>Beliefs</u></b> To be aware of the different beliefs that different cultures, times and groups hold.</p>	<p><b><u>Power (monarchy, government and empire)</u></b> To understand how the monarchy exercised absolute power. To understand that different empires have different reasons for their expansion. To know that there are different reasons for the decline of different empires.</p> <p><b><u>Beliefs</u></b> To be aware of the different beliefs that different cultures, times and groups hold. To be aware of how different societies practise and demonstrate their beliefs.</p>

	<p>To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.</p> <p><b><u>Civilisation</u></b> To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups.</p> <p><b><u>Trade</u></b> To know that trade routes from Britain expanded across the world. To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p><b><u>Achievements and follies of mankind.</u></b> To understand that people in the past were as inventive and sophisticated in thinking as people today.</p>	<p>To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.</p> <p><b><u>Civilisation</u></b> To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand that there are differences between early and later civilisations.</p> <p><b><u>Trade</u></b> To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p><b><u>Achievements and follies of mankind.</u></b> To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To be able to identify the achievements of civilisations and explain why these achievements were so important. To be able to compare the achievements of different civilisations and groups.</p>	<p>To be able to identify the impact of beliefs on society.</p> <p><b><u>Civilisation</u></b> To understand how society is organised in different cultures, times and groups. To understand that there are differences between early and later civilisations.</p> <p><b><u>Trade</u></b> To understand that the expansion of trade routes increased the variety of goods available.</p> <p><b><u>Achievements and follies of mankind.</u></b> To understand the impact of war on local communities. To be able to identify the achievements of civilisations and explain why these achievements were so important. To be able to compare the achievements of different civilisations and groups.</p>
<p><b>Key Vocabulary</b></p>	<p>Tudor Battle of Bosworth      secondary source Bias                              inventory historical investigation      evaluation Anne Boleyn                      bias Jane Seymour                    heir Anne of Cleves                  evidence Katherine Howard              propaganda</p>	<p>assembly constitutional monarchy democracy direct democracy ethics government period philosophy</p>	<p>abandon city-state Classic period creation story decline deforestation drought hieroglyphics</p> <p>pyramid rainforest slash and burn tropical rainforest</p>

	<p>Katherine Parr      Royal progress  Catherine of Aragon      image  Henry VII      litter  Elizabeth of York      historical deductions  Henry VIII      reliability  Tyrant      audience  Fair      purpose  Ruler      accuracy  Monarch      creator  Portrait      reconstruction  Interpretation      pewter  primary source      merchant  John Blanke      free  Cattelena of Almondsbury      enslaved  tournament</p>	<p>oligarchy  representative democracy</p>		
<p><b>Prior Knowledge</b></p>	<p>British history 3: How hard was it to invade and settle in Britain? ( Year 4)</p>	<p>What did the ancient Egyptians believe? ( Year 3)</p>	<p>British history 3: How hard was it to invade and settle in Britain? ( Year 4)</p>	
<p><b>Key Knowledge (Substantive )</b></p>	<p><b><u>Chronological Awareness</u></b>  To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.  To understand that historical periods have characteristics that distinguish them.  To understand how to work out durations of periods and events.  <b><u>Change and Continuity</u></b>  N/A  <b><u>Cause and Consequence</u></b>  N/A  <b><u>Historical Significance</u></b>  N/A  <b><u>Sources of evidence</u></b>  To understand that inventories are useful sources of evidence to find out about people from the past.</p>	<p><b><u>Chronological Awareness</u></b>  To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)  To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.  To understand that historical periods have characteristics that distinguish them.  To understand how to work out durations of periods and events.  To understand how to represent a scale on a timeline.  <b><u>Change and Continuity</u></b>  N/A  <b><u>Cause and Consequence</u></b>  To know that members of society standing up for their rights can be the cause of change.</p>	<p><b><u>Chronological Awareness</u></b>  To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians.  To understand that historical periods have characteristics that distinguish them.  To understand how to work out durations of periods and events.  To understand how to represent a scale on a timeline  <b><u>Change and Continuity</u></b>  N/A  <b><u>Cause and Consequence</u></b>  To know that members of society standing up for their rights can be the cause of change.  <b><u>Historical Significance</u></b>  N/A  <b><u>Sources of Evidence</u></b></p>	

	<p><b><u>Historical Interpretations</u></b>          To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.          To understand that there are different interpretations of historical figures and events.</p>	<p><b><u>Historical Significance</u></b>          N/A  <b><u>Sources of Evidence</u></b>          N/A  <b><u>Historical Interpretations</u></b>          To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source          To understand that there are different interpretations of historical figures and events.</p>	<p>N/A  <b><u>Historical Interpretations</u></b>          N/A</p>
<p><b>Key Skills (Disciplinary)</b></p>	<p><b><u>Chronological Awareness</u></b>          Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.          Putting dates in the correct century.          Using the terms AD and BC in their work.          Developing a chronologically secure understanding of British, local and world history across the periods studied.          Placing the time, period of history and context on a timeline          Relating current study on timeline to other periods of history studied.          Comparing and making connections between different contexts in the past.  <b><u>Change and continuity</u></b>          Describing the links between main events, similarities and changes within and across different periods/studied.          Describing the links between different societies.          Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.          Analysing and presenting the reasons for changes and continuity.  <b><u>Cause and Consequence</u></b></p>	<p><b><u>Chronological Awareness</u></b>          Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.          Using the terms AD and BC in their work.          Using relevant dates and relevant terms for the period and period labels.          Developing a chronologically secure understanding of British, local and world history across the periods studied.          Placing the time, period of history and context on a timeline.          Relating current study on timeline to other periods of history studied.          Comparing and making connections between different contexts in the past.  <b><u>Change and Continuity</u></b>          Making links between events and changes within and across different time periods / societies.          Describing the links between main events, similarities and changes within and across different periods/studied.          Describing the links between different societies.          Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p>	<p><b><u>Chronological Awareness</u></b>          Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.          Putting dates in the correct century.          Using the terms AD and BC in their work.          Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age          Developing a chronologically secure understanding of British, local and world history across the periods studied.          Placing the time, period of history and context on a timeline.          Relating current study on timeline to other periods of history studied.          Comparing and making connections between different contexts in the past.  <b><u>Change and Continuity</u></b>          Making links between events and changes within and across different time periods / societies.          Identifying the reasons for changes and continuity.          Describing the links between main events, similarities and changes within and across different periods/studied.          Describing the links between different societies.</p>



Starting to analyse and explain the reasons for, and results of historical events, situations and change.

**Similarities and Differences**

Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Making links with different time periods studied.

Describing change throughout time.

**Historical Significance**

N/A

**Sources of evidence.**

Recognising primary and secondary sources.

Using a range of sources to find out about a particular aspect of the past.

Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.

**Historical Interpretations**

Developing strategies for checking the accuracy of evidence.

**Historical Enquiry**

Planning a historical enquiry.

Identifying methods to use to carry out the research.

Asking historical questions of increasing difficulty e.g. who governed, how and with what results?

Creating a hypothesis to base an enquiry on.

Using different sources to make and substantiate historical claims.

Developing an awareness of the variety of historical evidence in different periods of time.

Distinguishing between fact and opinion.

Recognising 'gaps' in evidence.

Identifying how sources with different perspectives can be used in a historical enquiry.

Analysing and presenting the reasons for changes and continuity.

**Cause and Consequence**

Giving reasons for historical events, the results of historical events, situations and changes.

Starting to analyse and explain the reasons for, and results of historical events, situations and change.

**Similarities and Differences**

Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Making links with different time periods studied.

Describing change throughout time.

**Historical Significance**

Identifying significant people and events across different time periods.

Comparing significant people and events across different time periods.

Explain the significance of events, people and developments.

**Sources of Evidence**

Recognising primary and secondary sources.

Using a range of sources to find out about a particular aspect of the past.

Describing how secondary sources are influenced by the beliefs, cultures and time of the author.

**Historical Interpretations**

Comparing accounts of events from different sources.

Evaluating the usefulness of historical sources.

Addressing and devising historically valid questions.

Understanding that different evidence creates different conclusions.

Evaluating the interpretations made by historian

**Historical Enquiry**

Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.

Analysing and presenting the reasons for changes and continuity.

**Cause and Consequence**

Giving reasons for historical events, the results of historical events, situations and changes.

Starting to analyse and explain the reasons for, and results of historical events, situations and change.

**Similarities and Differences**

Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Describing change throughout time.

**Historical Significance**

Identifying significant people and events across different time periods.

Comparing significant people and events across different time periods.

**Sources of Evidence**

Recognising primary and secondary sources.

Using a range of sources to find out about a particular aspect of the past.

Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.

**Historical Interpretations**

Comparing accounts of events from different sources.

Suggesting explanations for different versions of events. identifying how conclusions have been arrived at by linking sources.

Developing strategies for checking the accuracy of evidence.

Addressing and devising historically valid questions.

	<p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p>	<p>Identifying methods to use to carry out the research.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>	<p>Understanding that different evidence creates different conclusions.</p> <p><b><u>Historical Enquiry</u></b></p> <p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> <p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p> <p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including</p>
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			<p>discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicting simple causation.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>
<b>Sequence of lessons</b>	<p><b>Lesson 1:</b> Fair ruler or tyrant? What was Henry VIII really like?</p> <p><b>Lesson 2:</b> Why was Anne Boleyn killed?</p> <p><b>Lesson 3:</b> Why did Henry VIII have so many wives?</p> <p><b>Lesson 4:</b> What was a Royal Progress?</p> <p><b>Lesson 5:</b> What was a Royal Progress like?</p> <p><b>Lesson 6:</b> What can inventories tell us about life in Tudor times? (Part 1)</p> <p><b>Lesson 7:</b> What can inventories tell us about life in Tudor times? (Part 2)</p>	<p><b>Lesson 1:</b> Who were the Greeks and when did they live?</p> <p><b>Lesson 2:</b> What did the Greeks believe?</p> <p><b>Lesson 3:</b> How was ancient Greece governed?</p> <p><b>Lesson 4:</b> Did the ancient Greeks give us democracy?</p> <p><b>Lesson 5:</b> How do Greek philosophers influence us today?</p> <p><b>Lesson 6:</b> What did the Greeks do for us?</p>	<p><b>Lesson 1:</b> Who were the Maya and when did they live?</p> <p><b>Lesson 2:</b> How did the Maya settle in the rainforest?</p> <p><b>Lesson 3:</b> What similarities and differences existed between Maya and Anglo-Saxon homes?</p> <p><b>Lesson 4:</b> What did the Maya believe?</p> <p><b>Lesson 5:</b> What do archaeological remains tell us about Maya cities?</p> <p><b>Lesson 6:</b> The decline of the Maya cities: man-made or natural disaster?</p>
<b>End of unit goals</b> <b>Suggested assessment task</b>	<p>Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.</p> <p>Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.</p> <p>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.</p> <p>Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.</p>	<p>Describe the features of ancient Greece.</p> <p>Identify the key periods in the ancient Greek civilisation.</p> <p>Make inferences about Greek gods.</p> <p>Research a Greek god.</p> <p>Compare Athens and Sparta.</p> <p>Understand the different types of democracy.</p> <p>Explain how Athenian democracy worked.</p> <p>Explain what philosophy is.</p> <p>Identify the achievements of the ancient Greek philosophers.</p> <p>Identify the ancient Greeks' legacies and their impact.</p>	<p>Describe the key physical features of the Maya civilisation.</p> <p>Sequence the key periods in the Maya civilisation.</p> <p>Identifying periods that were happening in Britain at the same time.</p> <p>Name the features of the rainforest.</p> <p>Explain the challenges facing the Maya in the rainforest.</p> <p>Explain how the Maya settled in the rainforest.</p> <p>Name the features of Maya houses.</p> <p>Identify the similarities and differences between Maya and Anglo-Saxon houses.</p> <p>Explain the Maya creation story.</p> <p>Identify the characteristics of important gods or goddesses.</p> <p>Make deductions about cities.</p>

	<p>Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</p> <p>Make deductions using inventories and making judgements as to whether a person was rich or poor.</p> <p>Explain how inventories are useful to historians and create a realistic inventory.</p> <p><a href="https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-was-life-like-in-tudor-times/assessment-history-y5-what-was-life-like-in-the-tudor-times/">https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-was-life-like-in-tudor-times/assessment-history-y5-what-was-life-like-in-the-tudor-times/</a></p>	<p><a href="https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-did-the-greeks-ever-do-for-us/assessment-history-y5-what-did-the-greeks-ever-do-for-us/">https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-did-the-greeks-ever-do-for-us/assessment-history-y5-what-did-the-greeks-ever-do-for-us/</a></p>	<p>Name the features of Maya cities.</p> <p>Create a plan of a Maya city, including the main features.</p> <p>Explain the reasons for the decline of the Maya civilisation.</p> <p>Evaluate the reasons for the decline of the Maya civilisation.</p> <p>Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.</p> <p><a href="https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/how-did-the-maya-civilisation-compare-to-the-anglo-saxons/assessment-history-how-did-the-maya-civilisation-compare-to-the-anglo-saxons/">https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/how-did-the-maya-civilisation-compare-to-the-anglo-saxons/assessment-history-how-did-the-maya-civilisation-compare-to-the-anglo-saxons/</a></p>
<p><b>Suggestions for the development of deeper learning</b></p>	<p><b>Lesson 1</b> Could identify potential bias in each source and explain why the author of the source holds this bias.</p> <p><b>Lesson 2</b> Could research further into the reasons for Henry's decision to end his marriage to Anne to identify further reasons the clues do not refer to. They could then present these reasons to the rest of the class.</p> <p><b>Lesson 3</b> Could identify how Henry's potential wife could improve her chances of becoming his perfect partner. They could answer the question, 'How could this candidate have improved her chances of becoming Henry's ideal wife?'</p> <p><b>Lesson 4</b> Should use the Activity: Recording evidence (extension) and consider the sounds and smells that might have been experienced.</p> <p><b>Lesson 5</b> Could focus on recreating the precise details from the Progression using the sources from the Activity: Elizabeth visits Worcester.</p> <p><b>Lesson 6</b> Could compare Tudor kitchens and bedrooms to modern kitchens and bedrooms.</p>	<p><b>Lesson 1:</b> Create their own scale for the timeline and research additional important dates to add to the timeline, explaining their significance.</p> <p><b>Lesson 2:</b> Research two gods, identifying similarities and differences; could create their own Greek god quiz to ask the class.</p> <p><b>Lesson 3:</b> Compare the city-states of Athens, Sparta and Corinth which are all ruled in different ways and explain the advantage and disadvantages of each type of rule.</p> <p><b>Lesson 4:</b> Compare direct democracy to representative democracy explaining the advantages and disadvantages of each.</p> <p><b>Lesson 5:</b> Explain the impact of Greek philosophers on modern Britain; could consider which of the philosophers they would most like to have been a pupil of and why.</p> <p><b>Lesson 6:</b> Compare the two legacies and explain which one is more significant and why.</p>	<p><b>Lesson 1:</b> Create their own smaller scale for the timeline; could add other concurrent world civilisations to the timeline; could research key dates to annotate the period bars.</p> <p><b>Lesson 2:</b> Compare the challenges the Maya faced to those faced by the Egyptians and Anglo-Saxons.</p> <p><b>Lesson 3:</b> Consider the climate of the two civilisations and how it influenced the types of houses built; could compare Anglo-Saxon and Maya houses to Egyptian houses.</p> <p><b>Lesson 4:</b> Explain the similarities and differences between Anglo-Saxon and Maya beliefs.</p> <p><b>Lesson 5:</b> Compare and contrast the role of Anglo-Saxon churches, Maya temples and Egyptian pyramids, creating a written account of their similarities and differences.</p> <p><b>Lesson 6:</b> Compare the decline of the Maya cities to the decline of other cities and create a written comparison of the similarities and differences. Could consider which theory was</p>

	<b>Lesson 7</b> Should use the Activity: John Blanke's inventory (extended) and need to explain why they have suggested the choice of items.		the most likely and explain what evidence supports their reasoning.
<b>Enrichment opportunities</b>	<p><b>English</b> :Discussing and explaining the reasons for the death of Anne Boleyn; making predictions and justifying them with evidence. Writing - composition: Creating a written description of a royal progress.</p> <p><b>Art and Design:</b> Analysing the symbols in portraits to make inferences about historical people.</p> <p><b>RE/PSHE</b> Learning about marriage in the Tudor times and how it is different to today.</p>	<p><b>English:</b> Researching, discussing and presenting a Greek god to the class; recording a radio message explaining which Ancient Greek state they would visit and why; participating in a philosophical debate; justifying which they think was the most significant Greek achievement.</p> <p><b>Maths:</b> Ratio and proportion (Y6): Working out the length of timeline bars using a scale.</p> <p><b>Geography:</b> Identifying the physical features of Greece; working out the length of timeline bars using a scale.</p> <p><b>RE/PSHE:</b> Participating in a debate involving direct democracy and comparing it to representative democracy.</p>	<p><b>English:</b> Explaining the importance of Maya gods and goddesses.</p> <p><b>Geography:</b> Human and physical geography: Identifying the Maya's physical features; describing the challenges of settling in the rainforest.</p> <p><b>RE/PSHE</b> Explaining the Maya creation story.</p>
<b>Links to future learning</b>	What did the Greeks ever do for us? ( Year 5)	How did the Maya civilisation compare to the Anglo-Saxons? ( Year 5)	Lesson 5: What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?

**CLASS / YEAR GROUP History Year 6**

**Autumn 1/2**

**Spring 1/2**

**Summer 1/2**

<b>Focus</b>	<p>Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family.</p>	<p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p>	<p>Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p>
<b>Inquiry Question</b>	<b>What does the census tell us about our local area?</b>	<b>What was the impact of World War 2 on the people of Britain?</b>	<b>Who should go on a £10 bank note?</b>
<b>National Curriculum</b>  <b>EYFS Statutory Framework</b>	<ul style="list-style-type: none"> <li>• A local history study</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <ul style="list-style-type: none"> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how</li> </ul>	<ul style="list-style-type: none"> <li>• 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..</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military,.</li> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient</li> </ul>

		<p>people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> </ul>	<p>civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <ul style="list-style-type: none"> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> </ul>
<p><b>Substantive Concepts (If relevant)</b></p>	<p><b><u>Civilisation</u></b> To understand the changes and reasons for the organisation of society in Britain To be able to compare development and role of education in societies. To understand the changing role of women and men in Britain.</p>	<p><b><u>Power (monarchy, government and empire)</u></b> To understand the process of democracy and parliament in Britain. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires. <b><u>Invasion, Settlement and Migration.</u></b> To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time. <b><u>Civilisation</u></b> To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups.</p>	<p><b><u>Power (monarchy, government and empire)</u></b> To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that there are changes in the nature of society. <b><u>Beliefs</u></b> To be aware of the different beliefs that different cultures, times and groups hold. To be able to identify the impact of beliefs on society. <b><u>Civilisation</u></b> To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies.</p>

			<p>To understand the changing role of women and men in Britain.          To understand that there are differences between early and later civilisations.  <u><b>Trade</b></u>          To know that trade routes from Britain expanded across the world .          To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).          To understand that the methods of trading developed from in person to boats, trains and planes.  <u><b>Achievements and follies of mankind.</b></u>          To understand that people in the past were as inventive and sophisticated in thinking as people today.          To know that new and sophisticated technologies were advanced which allowed cities to develop.          To understand the impact of war on local communities.          To know some of the impacts of war on daily lives.</p>		<p>To understand the changing role of women and men in Britain.  <u><b>Trade</b></u>          To understand the development of global trade.  <u><b>Achievements and follies of mankind.</b></u>          To understand that people in the past were as inventive and sophisticated in thinking as people today.          To be able to identify the achievements of civilisations and explain why these achievements were so important.          To be able to compare the achievements of different civilisations and groups.</p>	
<p><b>Key Vocabulary</b></p>	<p>Census          Enumerator          Schedule          enumeration books          head of household          scholar          condition          textiles          flax          flax mill spinner          joiner          observation          inference          textile mill</p>	<p>can hooker          piecer          over looker          reconstruct          suffragette          comparing          governess          flax linen          shilling          William Dodd          bobbins          carding          yarn          flax</p>	<p>accuracy          air raid          Battle of Britain          bias          The Blitz          evacuation          evacuee          impact</p>	<p>propaganda          purpose          reliability</p>	<p>Alan Turing          criteria          issuing bank          historically significant          Jane Austen          Joseph William Turner          remarkable          remembered</p>	<p>watermark          Winston Churchill          Lily Parr          Betty Snowball</p>



<b>Prior Knowledge</b>	How have children's lives changed? ( Year 4)	British history 4: Were the Vikings raiders, traders or settlers? (Year 4)		How have children's lives changed? (Year 4)	
<b>Key Knowledge (Substantive)</b>	<p><b><u>Chronological Awareness</u></b> N/A</p> <p><b><u>Change and Continuity</u></b> To know that change can be traced using the census.</p> <p><b><u>Cause and Consequence</u></b> To know that members of society standing up for their rights can be the cause of change.</p> <p><b><u>Historical Significance</u></b> N/A</p> <p><b><u>Sources of evidence</u></b> To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns.</p> <p><b><u>Historical Interpretations.</u></b> Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources.</p>	<p><b><u>Chronological Awareness</u></b> To understand that historical periods have characteristics that distinguish them. To understand how to work out durations of periods and events. To understand how to represent a scale on a timeline. To understand how to create their own timeline selecting significant events.</p> <p><b><u>Change and Continuity</u></b> To know that change can be brought about by conflict.</p> <p><b><u>Cause and Consequence</u></b> To know that members of society standing up for their rights can be the cause of change.</p> <p><b><u>Historical Significance</u></b> N/A</p> <p><b><u>Sources of evidence</u></b> N/A</p> <p><b><u>Historical Interpretations</u></b> To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.</p>		<p><b><u>Chronological Awareness</u></b> N/A</p> <p><b><u>Change and Continuity</u></b> N/A</p> <p><b><u>Cause and Consequences</u></b> To know that members of society standing up for their rights can be the cause of change</p> <p><b><u>Historical Significance</u></b> N/A</p> <p><b><u>Sources of Evidence</u></b> N/A</p> <p><b><u>Historical Interpretations</u></b> To understand that there are different interpretations of historical figures and events.</p>	

<p><b>Key Skills (Disciplinary)</b></p>	<p><b><u>Chronological Awareness</u></b> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Using relevant dates and relevant terms for the period and period labels e.g .Stone Age, Bronze Age, Iron Age. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. <b><u>Change and continuity</u></b> N/A <b><u>Cause and consequence</u></b> N/A <b><u>Similarities and Differences</u></b> Describing change throughout time. <b><u>Historical significance</u></b> N/A <b><u>Sources of evidence</u></b> Recognising primary and secondary sources Using a range of sources to find out about a particular aspect of the past. <b><u>Historical Interpretation</u></b> Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Addressing and devising historically valid questions. <b><u>Historical Enquiry</u></b> Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research.</p>	<p><b><u>Chronological Awareness</u></b> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Comparing and making connections between different contexts in the past. <b><u>Change and Continuity</u></b> Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. <b><u>Cause and Consequence</u></b> Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change. <b><u>Similarities and Differences</u></b> Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.</p>	<p><b><u>Chronological Awareness</u></b> Putting dates in the correct century. Comparing and making connections between different contexts in the past. <b><u>Change and Continuity</u></b> Making links between events and changes within and across different time periods / societies. Describing the links between main events, similarities and changes within and across different periods/studied. <b><u>Cause and Consequence</u></b> Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change. <b><u>Similarities and Differences</u></b> Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time <b><u>Historical Significance</u></b> Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments. <b><u>Sources of Evidence</u></b> Using a range of sources to find out about a particular aspect of the past. Describing how secondary sources are influenced by the beliefs, cultures and time of the author. <b><u>Historical Interpretation</u></b> Evaluating the usefulness of historical sources.</p>
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	<p>Developing an awareness of the variety of historical evidence in different periods of time.          Recognising 'gaps' in evidence.          Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.          Interpreting evidence in different ways using evidence to substantiate statements.          Making increasingly complex interpretations using more than one source of evidence.          Making connections, drawing contrasts and analysing within a period and across time.          Beginning to interpret simple statistical sources.          Reaching conclusions which are increasingly complex and substantiated by a range of sources.          Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.          Showing written and oral evidence of continuity and change as well as indicating simple causation.          Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.          Constructing structured and organised accounts using</p>	<p><b><u>Historical Significance</u></b>          Identifying significant people and events across different time periods.          Comparing significant people and events across different time periods.          Explain the significance of events, people and developments.  <b><u>Sources of Evidence</u></b>          Recognising primary and secondary sources.          Using a range of sources to find out about a particular aspect of the past.          Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.  <b><u>Historical Interpretation</u></b>          Comparing accounts of events from different sources.          Suggesting explanations for different versions of events.          Evaluating the usefulness of historical sources.          Identifying how conclusions have been arrived at by linking sources.          Developing strategies for checking the accuracy of evidence.          Addressing and devising historically valid questions.          Understanding that different evidence creates different conclusions.  <b><u>Historical Enquiry</u></b>          Planning a historical enquiry.          Suggesting the evidence needed to carry out the enquiry.          Identifying methods to use to carry out the research.          Asking historical questions of increasing difficulty e.g. who governed, how and with what results?          Creating a hypothesis to base an enquiry on.</p>	<p>Addressing and devising historically valid questions.          Evaluating the interpretations made by historians.  <b><u>Historical Enquiry</u></b>          Planning a historical enquiry.          Suggesting the evidence needed to carry out the enquiry.          Identifying methods to use to carry out the research.          Asking historical questions of increasing difficulty e.g. who governed, how and with what results?          Creating a hypothesis to base an enquiry on.          Asking questions about the interpretations, viewpoints and perspectives held by others.          Using different sources to make and substantiate historical claims.          Developing an awareness of the variety of historical evidence in different periods of time.          Distinguishing between fact and opinion.          Recognising 'gaps' in evidence.          Identifying how sources with different perspectives can be used in a historical enquiry          Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.          Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.          Interpreting evidence in different ways using evidence to substantiate statements.          Making increasingly complex interpretations using more than one source of evidence.          Making connections, drawing contrasts and analysing within a period and across time.          Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p>
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	<p>historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.</p>	<p>Asking questions about the interpretations, viewpoints and perspectives held by others. Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Reaching conclusions which are increasingly complex and substantiated by a range of sources. Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p>	<p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.</p>
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		Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.	
<b>Sequence of lessons</b>	<p><b>Lesson 1:</b> What does the census tell us about the people living in our local area?</p> <p><b>Lesson 2:</b> What happened to Mary Bucktrout? (Part 1)</p> <p><b>Lesson 3:</b> What happened to Mary Bucktrout? (Part 2)</p> <p><b>Lesson 4:</b> How did Mary Bucktrout feel about the key events in her life?</p> <p><b>Lesson 5:</b> Who lived in our local area? (Part 1)</p> <p><b>Lesson 6:</b> Who lived in our local area? (Part 2)</p>	<p><b>Lesson 1:</b> Why did Britain go to war in 1939?</p> <p><b>Lesson 2:</b> Who won the Battle of Britain?</p> <p><b>Lesson 3:</b> What do sources tell us about the Blitz?</p> <p><b>Lesson 4:</b> What was evacuation like for children? (Part 1)</p> <p><b>Lesson 5:</b> What was evacuation like for children? (Part 2)</p> <p><b>Lesson 6:</b> What impact did WW2 have on women's lives</p> <p><b>Lesson 7:</b> Why did people migrate to Britain during and after World War 2's?</p>	<p><b>Lesson 1:</b> Who features on banknotes and why?</p> <p><b>Lesson 2:</b> Was Alfred the Great or Elizabeth I the more significant monarch?</p> <p><b>Lesson 3:</b> How were Ellen Wilkinson and Betty Boothroyd historically significant?</p> <p><b>Lesson 4:</b> Why was William Tuke significant? – Option 1</p> <p><b>Lesson 4:</b> Why was Mary Seacole significant? – Option 2</p> <p><b>Lesson 5:</b> Who was more significant? Lily Parr or Betty Snowball?</p> <p><b>Lesson 6:</b> Who will be the face of the new £10 note?</p>
<p><b>End of unit goals</b></p> <p><b>Suggested assessment task</b></p>	<p>Identify the type of information the census gives about people.</p> <p>Use the census to make inferences about people from the past, providing supporting evidence for their statements.</p> <p>Make observations from the census and identify changes between periods of time.</p> <p>Identify the dangers of working in a textile mill.</p> <p>Create questions to identify the thoughts and feelings of a Victorian working child.</p> <p>Identify the key events of Mary's life and interpret her thoughts and feelings.</p> <p>Extract information from the census to recreate the lives of people who lived in a household from the local area.</p> <p>Extract information from the census and decide whether a family was rich or poor.</p> <p>Describing change throughout time.</p>	<p>Identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women's lives.</p> <p><a href="https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-was-the-impact-of-world-war-2-on-the-people-of-britain/assessment-history-y6-what-was-the-impact-of-world-war-2-on-the-people-of-britain/">https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-was-the-impact-of-world-war-2-on-the-people-of-britain/assessment-history-y6-what-was-the-impact-of-world-war-2-on-the-people-of-britain/</a></p>	<p>Name the features of a banknote.</p> <p>Make inferences about a person using a banknote.</p> <p>Explain the significance of historical figures.</p> <p>Make inferences from sources.</p> <p>Apply criteria to decide if a person is historically significant and explain why.</p> <p>Explain the significance of William Tuke or Mary Seacole.</p> <p>Research important aspects of a person's life.</p> <p>Explain what makes a person significant.</p> <p><a href="https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/unheard-histories/assessment-history-y5-unheard-histories/">https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/unheard-histories/assessment-history-y5-unheard-histories/</a></p>

	<a href="https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-does-the-census-tell-us-about-our-local-area/assessment-history-y6-what-does-the-census-tell-us-about-our-local-area/">https://www.kapowprimary.com/subjects/history/upper-key-stage-2/history-years-5-6/what-does-the-census-tell-us-about-our-local-area/assessment-history-y6-what-does-the-census-tell-us-about-our-local-area/</a>		
<p><b>Suggestions for the development of deeper learning</b></p>	<p><b>Lesson 1</b> Could use Activity: Watercourse Alley statements (extension), in which pupils are given data from the census and are instructed to create questions that can be answered using this data.</p> <p><b>Lesson 2</b> Could create questions they would ask Mary Bucktrout about the differences between working life in the textile mill and as a teacher.</p> <p><b>Lesson 3</b> Should use Activity: Mary Bucktrout (support), which provides them with question starters to help structure their questions.</p> <p><b>Lesson 4</b> Use Activity: Mary’s post-mill experiences and create a diary extract explaining Mary’s thoughts and feelings after her accident.</p> <p><b>Lesson 5</b> Compare their household to an earlier or later census and investigate how it has changed.</p> <p><b>Lesson 6</b> Use other records, for example, birth, marriage and death records, to identify what happened to members of their household.</p>	<p><b>Lesson 1:</b> Research the main causes of WW2 and decide which are due to the policy of appeasement; can explain which of the causes of WW2 was the most significant and why.</p> <p><b>Lesson 2:</b> Use their interview recording to help create a diary account, describing the feelings and thoughts of a pilot in the Battle of Britain.</p> <p><b>Lesson 3:</b> Write a description for each image – explaining any observations and inferences – that could be used in a museum exhibition.</p> <p><b>Lesson 4:</b> Compare freeze frames evaluating how the thoughts, feelings and body language of the evacuees vary.</p> <p><b>Lesson 5:</b> Compare different ‘eyewitness’ accounts and explain how they give historians different information about evacuation.</p> <p><b>Lesson 6:</b> Research the role propaganda played in encouraging women to sign-up; could research other women who played a key role during WW2; could research the larger impact women’s roles in WW2 had on Britain following WW2.</p> <p><b>Lesson 7:</b> Create cards naming ‘push and pull factors’ during the Main event and then swap with a partner to complete the diamond nine activity during the Wrapping up.</p>	<p><b>Lesson 1:</b> Research banknotes from different countries and identify the historical people featured. Consider the criteria used for selecting significant people on banknotes in other countries.</p> <p><b>Lesson 2:</b> Look at another criterion, such as ‘resulted in change’ and explain how Alfred the Great or Elizabeth I changed England.</p> <p><b>Lesson 3:</b> Deduce information about Ellen Wilkinson or Betty Boothroyd from their research; could compare the historical significance of Ellen Wilkinson or Betty Boothroyd with the ‘five R’s of significance’ criteria.</p> <p><b>Lesson 4:</b> Use a device to research the treatment of people who require mental health support today and identify continuities and changes.</p> <p><b>Lesson 4: Option 2</b> Compare Florence Nightingale or another historical figure they have learnt about to Mary Seacole; could discuss who is the most significant.</p> <p><b>Lesson 5:</b> Research both sporting personalities; could use the banknote criteria to explain each person’s significance.</p> <p><b>Lesson 6:</b> Rank the historical figures in terms of significance and explain the reasons for each ranking.</p>

<p><b>Enrichment opportunities</b></p>	<p><b>English:</b> Acting in role as a person from the census; explaining whether statements from the census or true or false with evidence; summarising and presenting their findings about a household to an audience. Writing - composition: Writing a diary extract about a person from the past's feelings.  <b>Geography</b>  Reading maps of the local area.</p>	<p><b>English:</b> Speculating, hypothesising, imagining and explaining ideas about the causes of WW2; creating a freeze frame to display the thoughts and feelings of WW2 evacuees.  Writing - composition:  Writing a diary entry about being evacuated in WW2.</p>	<p>Coming soon.</p>
<p><b>Links to future learning</b></p>	<p>What was the impact of World War 2 on the people of Britain? (Year 6)</p>	<p>Who should go on the banknote? ( Year 6)</p>	<p>Year 7  This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3.  The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.</p>