History Intent	● At CBS we have developed a new History and Geography curriculum. ● We want our children to be independent learners who think creatively and incorporate CARE into their learning. ● At CBS we intent to develop young historians through historical enquiry to understand the history of their local area both in Amersham and Buckinghamshire, the UK and the world. ● History at CBS is cohesive so that children develop a cumulative understanding of our history within and across each Key Stage. Key to this is the children's understanding of the chronology of history and the overarching concepts. The diagonal and horizontal links to Geography, English and Science are key to embedding this understanding making it stick. Children will regularly order people or events from all periods of time they have studied so far. ● Through historical enquiry the children will engage in **an interesting Big Question** through which the learning grows over a series of 6 weeks of lessons. ● They will develop **knowledge** of people, events, situations and developments through this question. ● They will develop their understanding of the one or more of the following: evidence; interpretations; cause, change; similarity and differences and significance at an age appropriate level through this question. ● Finally at the end of the sequence children shall communicate their findings and present it effectively.

History Content Progression Rolling Programme 1

History Implementation	● CBS children are taught how to be a good historian by using and applying disciplinary knowledge. ● They will think and behave like a historian through the use of rich narratives, handling original and/or reproduced artefacts, visits to local historical places, visits from external providers and first hand and second hand accounts. ● Children will build up and extend their substantive knowledge of historical events by making connections between historical concepts, other subjects and periods in history. ● They will retain this knowledge because of the focus on recurring concepts and vocabulary to help them make connections between past learning and help them make sense of future learning at CBS and beyond in KS2/3.
Impact	● The Impact and measure of this is to ensure that children are equipped with historical enquiry skills, knowledge and concepts, in addition to guiding their attitude to historical events which will enable them to be reflective learners ready for the curriculum at KS3. ● Outcomes in our topic and literacy books evidence a broad and balanced curriculum and demonstrate the children's acquisition of identified key knowledge. ● Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. ● Children are also asked what they have learned comparative to their starting points at the end of each topic; this is evidenced in their mini questions.

	• Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. • Through this study, pupils learn to ask perspective questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. • Regular school trips provide further relevant and contextual learning. • We want our children to have thoroughly enjoyed learning about history, highlighting the importance of studying events from the past and bringing them to our pupils present, will shape our pupils futures.
Resources	Artefacts such as video clips, photos, facts and figures, a poem or song, a first-hand account, a page of fiction or diagrams, a topic book box from our local library or artefacts from our local library.
Online	https://primarytimery.com/ This website has blogs on History and Geography. https://primarytimery.com/2019/09/28/curriculum-planning-ks1-history/ https://www.history.org.uk https://www.britishmusuem.org/ https://planbee.com/blogs/news/how-to-teach-the-primary-history-curriculum

History Content Progression Rolling Programme 1

Key Historical Themes To Embed Knowledge Across School	
Ideas, beliefs and culture	• Crime and Punishment • Gods/Religion • Life lessons
Work, exchange, technology	• Trade • Technology • How did they live? • Weapons, settlements, farming
Origin and Rise	• Where did the culture come from?
Politics and Power	• Wars • Kings/Queens • Rulers

Foundation Stage Historical Vocabulary	Question, investigate, change, contrast, community, connections, chronology, growth, transport, toys similarities and differences, yesterday, old, new, past, now, then, present, Mary Anning, David Attenborough, Guy Fawkes, Remembrance, War, Soldiers, Neil Armstrong

Historical Themes linked with the rest of the school in EYFS					
KS1 links	**Events beyond living memory**	**Significant people/individuals**		**Changes within living memory**	
KS2 links	**Work, exchange, technology**	**Politics and Power**		**Ideas/Beliefs and Cultures**	
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I wonder makes me special?	**I wonder what makes us different?**	**I wonder what's out there?**	**I wonder what tale you'll tell?**	**I wonder what lives there?**	**I wonder what's beyond the shores?**
Past and present Children will know how they have changed from being a baby to being 4/5. Children will know their family tree. Children will know how their family have changed over time **KS2 links – families and cultures**	**Past and Present** Children will explore images, stories and artefacts from the past. Children will know who Guy Fawkes is and why he is important. Children will know why we celebrate fireworks night. Children will know that Remembrance Day is to remember soldiers who died in the war.	**Past and Present** Children will know who Neil Armstrong is and why he is important. Children will know that transport has changed over time. Children will know that dinosaurs are extinct and lived in the past. Children will know that dinosaurs started from an egg.	**Past and Present** Children will know that the past is anything before the current day. Children will know that the present is now.	**Past and Present** Children will know who David Attenborough is and why he is important. **KS2 links -Ideas, beliefs and cultures**	**Past and Present** Children will know who Mary Anning is and why she is important. Children will know who Grace O'Malley was and why she was important. Children will look at images of seaside holidays from the past and present and identify similarities and differences. Children will know how transport has changed over time.

	Children will know how their local area has changed over time. Children will know how toys have changed from when their grandparents were little. **KS2 links – Work, exchange, technology Politics and Power**	**KS2 links – Work, exchange, technology Ideas, beliefs and cultures**			**KS2 Links – Work, exchange and technology**

1	**Year 1** **Chronological Knowledge and understanding**		Develop an awareness of the past
2	**Historical Enquiry**	**Using evidence**	Ask and answer questions
		Communicating ideas	Understand some ways we find out about the past through objects, pictures, written sources, people and buildings.
3	**Interpretation of history**		Identify different ways in which the past is represented.
4	**Historical concepts**	Causes and consequences	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change	Identify similarities and differences between ways of life at different times
		Similarities and differences	Make simple observations about different types of people, events, and beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account.

5	**Historical Vocabulary terms** **Substantive vocabulary**	Alliance, agriculture, bastion, stronghold, border, beliefs, church, city. civilization, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, defeat, democracy, diplomacy, expedition, emperor, exploration, estate, empire, exile, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, inventions, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, war, warrior.
	Disciplinary vocabulary (concepts that cross subject areas and are specific to this subject)	After, ancient, analyse, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.

	Year 1	**Theme: Travel and Transport** **The First Flight** **(Events beyond living memory and Significant events)**	**Theme:** **Victorians life** **(Changes within living memory)**	**Theme:** Florence Nightingale Mary Seacole **Significant People/Individuals**
		Autumn – Travel and Transport	**Spring** Toys past and present	**Summer** – Florence Nightingale/Mary Seacole
	Specific Vocabularly	The Wright Brothers Wilbur Orville Aeroplane Fly	Old New Past Present Grand-parent	Florence Nightingale germs Mary Seacole wounds

		Flight Piolet Invention Wings Engine Travel World Thrust Drag Lift Gravity	Victorian Mechanisms Movement Change Same Different	Victorian herbal remedies Crimean War battle Crimea prejustice Scutari Russia Soldier Nurse Doctor Ward Hygiene Disease
		Horizontal Links: Where do the wheels on the bus g o? (G), Seasides (Holidays and flights abroad), make a moving vehicle (DT) **Vertical Links:** Work/Exchange/Technology Gods/Religion/Life lessons **Diagonal links:** Forces (Y5 S), Forces (Y3 S), Space (Y5), Transport and links (Y3) **How has flight changed the world?** (Lesson 6) Can I explain how people tried to fly?	**Horizontal Link:** Materials (Science), Make a moving toy (DT), Programming toys (ICT) **Vertical links:** Technology Origin **Diagonal links:** Materials Y2, Pulleys DT Y4, Toy inventor's ICT Y4, materials Y5, Games ICT **How have toys changed?** 1. Can I describe the characteristics of toys? 2. Can I describe toys that my parents and grandparents might have played with?	**Horizontal links:** Transport, **Vertical links**: Work **Diagonal links**: Micro organisms Y6, healthy lifestyle, first aid (PSHE), Scientists and inventors Y6 (PENICILLIN), human body (S Y6, drugs (Y4) **How have the events of the Crimean war shaped nursing today?** 1. Can I explain who Florence Nightingale and Mary Seacole are?

		Can I share my knowledge of who invented the aeroplane? Can I identify the differences between the wright flyer and a modern aeroplane? Can I recreate events of the first flight through role play? Can I explain why an aeroplane does not crash? Children will: • Know the story of Icarus and how he used bird feathers to create wings. • Know hot air balloons were an early invention of flight. • Know what a parachute is and it is used for. • Know that **Wilbur and Orville Wright** invented the aeroplane. • Know that the Wrights were brothers. • Know how the Wright brothers created the aeroplane and how their attempts changed. • Know where they flew their first glider.	3. Can I find out what different toys were like during the Victorian times? 4. Can I identify toys that are old and new and explain how I know? (Timeline) 5. Can I find out about ____ (famous inventor) and the toy they created? Children will: • Know the materials of toys have changed. • Know how different toys work. • Know how the appearances of toys are different. • Know that toys have different purposes. • Know that my parents had different toys to me. • Know that my grandparents had different toys to me. • Know that the materials of toys have changed over time e.g. china doll/plastic doll. • Explore different toys in Victorian times. • Explore the different mechanisms of toys.	2. Can I investigate the life of Florence Nightingale through artefacts and recounts? 3. Can I use a range of sources to find out about the Crimean war? (Looking at different ways an event is told) 4. Can I compare how Florence and Mary helped the soldiers? **Children will:** • Know who Mary Seacole is. • Know who Florence Nightingale is. • Know the time in which they were alive. • Know the area in which they lived and nursed. • Know what they did as jobs. • Know what their lives were like. • Understand recounts written by them.

		• Know planes are flown by pilots. • Know that planes have an engine. • Know what the word 'lift' means. • Know what the word 'gravity' means. • Know what the word 'thrust' means. • Know what the word 'drag' means. • Know when we would use an aeroplane to travel. • Know the differences and similarities between aeroplanes now and in the past.	• Know that poor and rich children had different toys. • Compare old and new toys and talk about their differences. • Know that Robert O Peterson created the Jack in the Box.	• Know what an artefact is. • Know when the Crimean war took place. • Know what the Crimean war was. • Know how nurses coped in the Crimean war. • Know that soldiers were wounded. • Know the similarities and differences between how Mary Seacole and Florence nursed.
	Year 1 Greater Depth Standard	Devise their own questions	Make comparisons between toys.	Compare Florence Nightingale to others
	Assessment	• Develop an awareness of past and know where these people and events fir into the chronology • Ask and answer questions about historical concepts below and understand ways to find out about the past • Begins to identify different ways the past can be represented and interpreted. • Make simple observations about significant people and events. • Use common words and phrases relating to passing of time. Develop disciplinary and substantive vocabulary.		

1	**Year 2** **Chronological Knowledge and understanding**		Develop an awareness of the past Use common words and phrases relating to passing of time
2	**Historical Enquiry**	**Using evidence**	Ask and answer questions
		Communicating ideas	Understand some ways we find out about the past through objects, pictures, written sources, people and buildings. Choose and use parts of stories and other sources to show understanding of concepts.
3	**Interpretation of history**		Identify different ways in which the past is represented.
4	**Historical concepts**	Causes and consequences	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change	Identify similarities and differences between ways of life at different times
		Similarities and differences	Make simple observations about different types of people, events, and beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account.
5	**Historical Vocabulary terms** **Substantive vocabulary**		Alliance, agriculture, bastion, stronghold, border, beliefs, church, city. civilsation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, defeat, democracy, diplomacy, expedition, emperor, exploration, estate, empire, exile, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, inventions, queen, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, war, warrior.
	Disciplinary vocabulary (concepts that cross subject areas and are specific to this subject)		After, ancient, analyse, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.

History Content Progression Rolling Programme 1

	Year 2	**Theme:** Famous Queens **(Significant people)**	**Theme:** The Great Fire of London **(Events beyond living memory)**	**Theme:** The Titanic **(Events beyond living memory and Changes within living memory)**
		Autumn – Famous Queens	**Spring** – The Great Fire of London	**Summer** - Titanic
	Specific Vocabulary	Monarchy Queen Rule Reign Family Tree Subjects Chronology Battles Throne Successor/ heir Marriage England/Scotland/Wales/Ireland Crown Spanish armada Elizabeth Victoria Exhibition	**General vocab:** leather bucket, fire hook, Charles II, horse and cart, The Monument, Samuel Pepys, diary, smoke, River Thames, Tower of London, St Paul's cathedral, Thomas Farrinor, bakery, Pudding Lane, fireman, water squirter, axe. **Words associated with buildings:** wattle and daub, thatch, church, abbey, cathedral. **Words associated with fire:** flames, roaring, sparks, smoke, charred, burned, ruined, destroyed. Words associated with fire: eyewitness, diary, first-hand	100 years ago, class. 1st class, 2nd class, 3rd class, sources, expensive, rich, poor, tragedy, remember, loss, Titanic, Cabin, ship, compartments, room names e.g. engine room, dining room etc., lifeboat, iceberg,
		Horizontal Links: Food fit for a Queen (DT), Boats (Transport - Titanic link) **Vertical Links:** Ideas, Beliefs and Culture – Politics and Power - Work/Exchange/technology – Transport (Vikings Y5), Military	**Horizontal links:** The Elizabeth's, Safety and lessons (GFOL vs Titanic), Local History (London) **Vertical links:** Ideas, Beliefs and Culture (Life lessons) – Work/Exchange/technology (trade and transport) -	**Horizontal links:** Oceans and Seas (G), Scientists and Inventors (S), Spanish Armada QE Comparisons **Vertical Link:** Ideas, Beliefs and Culture (Life lessons) – Work/Exchange/technology (classes, jobs and design of the ship) -

		Diagonal links: Debate about the monarchy (E Y6) **Big Question** **Which queen would I prefer to live under and why?** 1. Can I explain who Elizabeth I and Elizabeth II are? 2. Can I compare Elizabeth I and Elizabeth II's family trees? 3. What was life like in the Elizabethan period? 4. What was a key event during the Elizabethan period? 5. What is life like under Queen Elizabeth II reign? 6. Would I rather live under the rule of Queen Elizabeth I, Queen Victoria or Queen Elizabeth II? Children will: • Know what monarch means • Know who Elizabeth I, Victoria and Elizabeth II are	**Diagonal links:** River Thames (Y4 G), Fire safety PSHE (Y5), Monet River Thames (art), Materials flammable Y5, Hazard alley Y6, PSHE emergency services **Big Question** **What changes have been made since The Great Fire of London?** 1. When and how did the great fire of London take place? (Timeline of events that occurred) 2. What was London like in the 17th Century? (Local history) 3. What challenges did London face during the fire? (transport, narrow streets, hot weather, housing materials, lack of resources) 4. How was information shared about the Great Fire of London? (During and after - Samuel Pepys) 5. Children will: • Know when the Great Fire of London took place.	**Diagonal links:** River Thames (Y4), Water cycle (Y5), States of matter (Y4), Water cycle Y4 S, Africa y5 G, Sinking and floating Y1, Forces Y5 **Big Question** **How did things change after the titanic sunk?** 1. When, where and how was the titanic built? 2. What were the classes like on the ship? 3. How did the titanic sink? 4. How did people know the titanic had sunk? 5. Who was to blame? 6. How did things change after the titanic sunk? Children will: • Know where the ship was built. • Know when the ship was built. • Know how the ship was built. • Know what was included on the ship – facilities/safety.

		• Know the dates each queen ruled • Know which castle each queen spent most time at • Know whether each Queen was married and/or had children • Know why having children is important to a monarch • Know about Elizabeth I's parents and sibling. • Know that Victoria was married to Prince Albert and they had 9 children • Know who Elizabeth II's children and grandchildren are • Know who led the Spanish armada • Know what year the Spanish armada was • Know that during Victoria's reign, Britain became the most powerful country in the world • Know about the working conditions, travel, school and holidays during the Victorian period	• Children will know where the Great Fire of London happened. • Be able to place the event on a timeline through history. • Know what London was like in the 17th Century. • Know what jobs people had during this time. • Know that fire-fighting was very different back then. • Know that the streets were narrow. • Know that hygiene was poor. • Know that transport wasn't as easy as it is today. • Know that houses were built differently from today. • Know who Samuel Pepys was. • Know why he was important. • Know how people reported on the Great Fire of London.	• Know the design and layout of the ship. • Know about the 3 classes on the ship. • Know the possible causes for the titanic sinking. • Know the weather where the titanic was travelling. • Know the different stages of the sinking. • Know how things were reported at the time of the titanic sinking • Know what different stories were told about the Titanic sinking • Know how we would report the sinking of the Titanic today • Know what safety was like on the ship

	Year 2 Greater Depth Standard	Compare different queens from different moments in time using knowledge learnt about each historical period Reflect on own experiences and use these to support ideas and opinions about which time they would prefer to live in and why Recall key dates and events which occurred during each Queen's reign and explain how this impacted on the successive time period	Devising their own questions and researching these. Drawing detailed and accurate comparisons between this time period and the Tudors, Victorians and present day. Use sources to find answers to the questions they have asked. Make comparisons between challenges facing London then and challenges faced by London now.	Look at a variety of sources of evidence confidently and picking out key information Explain the positives and negatives and construct an informed opinion about the ways in which information was shared then and now. Consider how the Titanic sinking has impacted their life today and reflect on how this might had been different had this event not occurred.
	Assessment	● Develop an awareness of past and know where these people and events fir into the chronology ● Ask and answer questions about historical concepts below and understand ways to find out about the past ● Begins to identify different ways the past can be represented and interpreted. ● Make simple observations about Co & Ch, Ca & Con, S& D and significant people and events. ● Use common words and phrases relating to passing of time. Develop disciplinary and substantive vocabulary.		

1	**Year 3** **Chronological Knowledge and understanding**		Continue to develop chronological secure knowledge of history. Establish clear narratives within and across periods studied. Note connections and contrasts and trend over time.
2	**Historical Enquiry**	**Using evidence**	Address enquiry questions and sometimes devising them. Understand how knowledge from the past is constructed from a range of sources.

		Communicating ideas	Construct informed responses by presenting information in different ways. Selecting and organising relevant historical information. Develop the appropriate use of historical terms (see vocabulary below)
3	**Interpretation of history**		Identify that different versions of the past may exist, giving some reasons for this.
4	**Historical concepts**	Causes and consequences	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change	Identify similarities and differences between ways of life at different times
		Similarities and differences	Make simple observations about different types of people, events, and beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account.
5	**Historical Vocabulary terms** **Substantive vocabulary**		Alliance, agriculture, bastion, stronghold, border, beliefs, church, city. civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, dissolution, defeat, democracy, diplomacy, expedition, exploration, estate, empire (emperor), exile, expansion, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, inventions, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, monument, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, urbanisation, war, warrior.
	Disciplinary vocabulary (concepts that cross subject areas and are specific to this subject)		After, ancient, analyse, archaeologist, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); secondary sources; similarity (similar); source; time period and trends. reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.

	Year 3	**Theme:** Stone Age and Bronze Age	**Theme:** Iron Age	**Theme:** Mayans

				A non-European society that contrasts with British History
		Autumn – Stone Age and Bronze Age	**Spring –** Iron Age	**Summer - Mayans**
	Specific Vocabulary	Archaeologist BC AD Chronology Chronological order Nomad/Nomadic Hunter Gatherer Settlement Evidence Neolithic Mesolithic Paleolithic	Archaeologist BC AD Chronology Chronological order Nomad/Nomadic Hunter Gatherer Settlement Evidence	Ahau or Ahaw Batab Kukulcan Chichen Itza Monument Temple Jungle Pyramid Ocelot Jaguar Priest Warrior Man Women King Codices House Calendar Astronomy Stelae Hieroglyphs Cacao beans
		Horizontal Links: Rocks and Soils (S), Forces (S), DT Settlement Village, Somewhere to Settle (G) **Vertical Links:**	**Horizontal Links:** Rocks and Soils (S), Forces (S), DT Settlement Village, Somewhere to Settle (G) **Vertical Links:**	**Horizontal Links:** Geography Rivers, Water cycle, Mexico SA ; Chocolate DT, Global Trade (G) **Vertical Links:**

		Work, exchange and technology – Origin and rise - Ideas, beliefs and culture – Politics and Power (power) - **Diagonal links:** Materials (s), Information texts Y5, Evolution Y6, Climates Y2, Climate change Y6, Stig of the dump Y4 **Big Question** **How did Britain change from Stone Age to Iron Age? (Complete after Iron Age)** 1. Can I create a timeline to show the major events of British prehistory? 2. Can I compare the different lifestyles of people in prehistory? 3. Can I investigate life in Skara Brae? 4. Can I explain the purpose of Stonehenge? 5. Can I research the different tools used in prehistory?	Work, exchange and technology – Origin and rise - Ideas, beliefs and culture – Politics and Power (power) - **Diagonal links:** Materials (s), Information texts Y5, Evolution Y6, Climates Y2, Climate change Y6, Stig of the dump Y4 **Big Question** **How did Britain change from Stone Age to Iron Age?** 1. Can I create a timeline to demonstrate the major events of the Iron Age? 2. Can I explain what life was like in an iron age hillfort? 3. Can I research different occupations of the Iron Age people? (To understand what Iron Age people did during the day- discussion on weaving?)	Work, exchange and technology – Shang Dynasty (Number Systems CC), Trade Origin and rise - Ideas, beliefs and culture – Politics and Power (power) - **Diagonal links:** Place value Maths **Big Question** **Can I compare and contrast life in the time of The Maya to the UK?** 1. Can I map the locations of Mayan cities? 2. Can I interpret the Maya number system? 3. Can I explain why religion was so important to The Maya? 4. Can I investigate the organisation of Maya cities? 5. Can I explore everyday life at the time of The Maya? (Rulings of surrounding areas) **Children will:**

		6. Can I explore different art and culture from prehistory? **Children will:** Know what a timeline is Know what pre-history is Know that pre-history lasted for a long time Know what AD and BC means Know there were ice ages in the Stone Age Know people's lives changed in the Stone Age Know new technology changed the way people lived Know what Neolithic, meso-lithic and paleo-lithic era are. Know about pre-history because of archaeological evidence Know that farming began at the end of the Stone Age Know where Stonehenge is Know the theories about Stonehenge's origins. Know Stone Age people used tools to perform different tasks.	4. Can I describe some of the beliefs of the iron age people including tribal names and totem animals? 5. Can I investigate why the romans invaded Iron Age Britain? Can I explain the impact on Iron Age Culture and civilisation? **Children will:** Know that the iron age came after the Stone Age Know the Celts lived in Europe in the Iron Age Know where metal comes from I know that iron age people made tools and weapons from iron Know that iron age people lived in hill forts Know that iron age people had occupations and can explain what they are Know iron age people had belief that were different to ours Know religious leaders were druids and worship involved multiple deities	Know the countries of South America and can find South America on a map Know when and where the Mayans lived Know Mayans created art Know the Mayan number system Know that the Mayans worshipped Gods Know that Chichen Itza was built around beliefs of the Mayans Know the games Mayans played Know what a mural is and why they were painted Know how and what the Mayans weaved.

			Know why the Romans invaded Britain Know who Boudicca was	
	Year 3 Greater Depth Standard	Higher level of vocab in the correct context. Higher level questioning. Include own ideas based on knowledge / research during writing tasks.	Compare and contrast times in history. Explain similarities and differences between Stone Age and Iron Age evidencing with vocabulary learned and own learning.	Offer suggestions about why England was not as advanced at that time. Make links across the learning with from across the curriculum especially geography / science.
	Assessment	● Continue to develop chronological secure knowledge of history; establish narratives within and across periods of time; note connections and trends over time. ● Understand that different versions of the past may exist and start to give some reasons for this. ● **Historical enquiry:** Begin to understand how knowledge is derived from a range of sources. Begin to construct informed responses to enquiry questions using evidence Selecting and organising relevant historical information. ● **Historical concepts** Identify S & D between ways of life at different times to show change and continuity Recognise why things happened and begin to connect what happened as a result. Make simple observations about different types of people, events and beliefs. Talk about who was important in an historical account. ● Develop the appropriate use of historical terms.		

1	**Year 4** **Chronological Knowledge and understanding**		Continue to develop chronological secure knowledge of history. Establish clear narratives within and across periods studied. Note connections and contrasts and trend over time.
2	**Historical Enquiry**	**Using evidence**	Address enquiry questions and sometimes devising them. Understand how knowledge from the past is constructed from a range of sources.
		Communicating ideas	Construct informed responses by presenting information in different ways. Selecting and organising relevant historical information. Develop the appropriate use of historical terms (see vocabulary below)
3	**Interpretation of history**		Identify that different versions of the past may exist, giving some reasons for this.
4	**Historical concepts**	Causes and consequences	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change	Identify similarities and differences between ways of life at different times
		Similarities and differences	Make simple observations about different types of people, events, and beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account.

5	**Historical Vocabulary terms**	Alliance, agriculture, bastion, stronghold, border, beliefs, church, city. civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, dissolution, defeat, democracy, diplomacy, expedition, exploration, estate, empire (emperor), exile, expansion, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, urbanisation, war, warrior.
	Disciplinary vocabulary (concepts that cross subject areas and are specific to this subject)	After, ancient, analyse, archaeologist, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.

	Year 4	**Theme:** Shang Dynasty	**Theme:** Ancient Egypt	**Theme:** Ancient Greece
		Autumn – Shang Dynasty	**Spring –** Ancient Egypt	**Summer** - Ancient Greece
	Specific Vocabulary	Archaeologist Artefacts Bronze Cowrie shells Dynasty Emperor General Jade	After-life Akhet Canopic jars Hieroglyphics Papyrus Pyramids Pharoahs River Nile	Hercules Sparta Athens Trojan horse Zeus Labyrinth Catapult King Midas

		Oracle bones Yellow river	Sarcophagus Tutankhamun Ramesses II	Olympics Mediterranean Medusa Amphitheatre Trireme Parthenon Minotaur Odysseus Vase Theseus
		Horizontal Links: Ancient Greece, Volcanoes, Mountains, Earthquakes (China link G) Explanation texts **Vertical Links: Romans Y5, Benin Y5,** Work, exchange and technology – Origin and rise – Ideas, beliefs and culture – Politics and Power - **Diagonal links:** Weathering and Erosion coastal defences y5, freestanding structures Y3, Symbols RE **Big Question: How does life differ now from when the Shang ruled?** 1. Can I create a timeline to show major events during the Shang Dynasty?	**Horizontal Links:** Rivers (Suez Canal) **Vertical Links:** Work, exchange and technology – Origin and rise – Ideas, beliefs and culture – Politics and Power – **Diagonal links:** Re Hinduism, Cinderella of the Nile Y2, Materials science, Achievements PSHE, Science and inventors, catapults Y5 (shadufs) **Big Question: Was Ancient Egypt a good place to live?**	**Horizontal Link:** Shang Dynasty, Greece (G), Scientists and Inventors (S) **Vertical Links:** Roman (Y5); Mayans (Y3); Benin (Y5) Work, exchange and technology – Origin and rise – Ideas, beliefs and culture – Politics and Power – **Diagonal links:** Greek myths Y3, PE, democracy PSHE **Big Question:** **What were the Greeks greatest achievements and influences?** 1. Can I map how the Greek empire expanded in the first century BC? (timeline)

		2. Can I describe what life was like in settlements around the Yellow River Plain? 3. Can I investigate the different ways Shang people used symbols and ideograms as writing? Can I create my own? 4. Can I discuss the religious beliefs of the Shang Dynasty? (Who was Fu Hao? Why is Lady Fu Ha's tomb significant to historians?) 5. Can I research sources and consider what makes a source valid? **Children will:** - place the Shang ruling on a timeline - place other historical events around the timing of the Shang ruling - locate the Yellow River Plain - explain the benefits of living by a river - describe the different ways people live	1. Can I place key events from the ancient Egyptian period of time? 2. Can I explain how the Ancient Egyptian society organised? 3. Can I explain who the pharaohs were and why they were important? 4. Can I find out about Ancient Egyptian gods and goddesses? 5. Can I research the Ancient Egyptian pyramids and their uses? 6. Can I discuss the achievements and inventions of the ancient Egyptians? **Children will:** - find out about ancient Egyptian life by looking at artefacts. - point out where Egypt is on a map. -describe when the ancient Egyptians lived. - raise questions (at least two) about an artefact.	2. Can I compare and contrast Sparta and Athens? 3. Can I investigate a day in the life of a Spartan child? 4. Can I explain the importance of the gods to everyday life in Greece? 5. Can I investigate how the Greeks defeated the Persian Empire? **Children will:** Know where Ancient Greece fell on the timeline of History. Know what the word 'Ancient' means. Locate Greece on a map. Understand the terms AD and BC. Explain the chronology of the Greek timeline. Explain how the Greek empire developed over the first century. Know what democracy is. Discuss if different systems of democracy are fair or not and give reasons Compare ancient and modern democracy know what life was like for the children in Sparta, comparing boys' lives to a girls' lives and their own life.

		- draw symbols used to communicate. - analyse ideograms to decipher a message - discuss religious beliefs during the Shang ruling. - explain the difference between animism and veneration - explain the burial process and the importance of Lady Fu Hao. - research using the internet and books - analyse my findings and decide it is reliable - explain what makes a reliable source	- decide what an artefact might have been used as. -use pictures to find out information about life in ancient Egypt. -raise questions about Egyptian life. - raise questions about the River Nile. - explain why the River Nile was essential to survival for the ancient Egyptians. - compare life in ancient Egypt to my own life. -name and describe some of the ancient Greek gods and goddesses. - describe some of the key beliefs of ancient Greeks and discuss how they worshipped. - explore messages that ancient Greeks might have taken from some Greek myths. - use different sources to build a picture of events. - raise questions about where the sources come from and why they were created. - retell the key events of the Tutankhamun discovery story. -imagine that I am Howard Carter, writing a diary in the 1920s.	Know about the gods of Ancient Greece and why they were important to civilisation. Name and describe the gods they believed in. Compare and contrast the Ancient Greek gods with the Egyptian gods. Understand the chronology of the battles between Persia and Greece understand where this information has come from Be able to evaluate these events.

			-research using the internet and books - explain why and how pyramids were built	
	Year 4 Greater Depth Standard	Expecting pupils to show initiative, not just in their research but also in applying ideas that have already been covered How would you explain this to a child in an earlier key stage?	Explain in detail why there are different versions of the past. To compare Ancient Egypt with other societies	Why are there different versions of the past? To explain the democracy surrounding the Olympics
	Assessment	● Continue to develop chronological secure knowledge of history; establish narratives within and across periods of time; note connections and trends over time. ● Understand that different versions of the past may exist and start to give some reasons for this. ● **Historical enquiry:** Begin to understand how knowledge is derived from a range of sources. Begin to construct informed responses to enquiry questions using evidence Selecting and organising relevant historical information. ● **Historical concepts** Identify S & D between ways of life at different times to show change and continuity Recognise why things happened and begin to connect what happened as a result. Make simple observations about different types of people, events and beliefs. Talk about who was important in an historical account. ● Develop the appropriate use of historical terms.		

1	**Year 5** **Chronological Knowledge and understanding**		Continue to develop chronological secure knowledge of history. Establish clear narratives within and across periods studied. Note connections and contrasts and trend over time.
2	**Historical Enquiry**	**Using evidence**	Address enquiry questions and sometimes devising them. Understand how knowledge from the past is constructed from a range of sources.
		Communicating ideas	Construct informed responses by presenting information in different ways. Selecting and organising relevant historical information. Develop the appropriate use of historical terms (see vocabulary below)
3	**Interpretation of history**		Identify that different versions of the past may exist, giving some reasons for this.
4	**Historical concepts**	Causes and consequences	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change	Identify similarities and differences between ways of life at different times
		Similarities and differences	Make simple observations about different types of people, events, and beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account.
5	**Historical Vocabulary terms** **Substantive vocabulary**		Alliance, agriculture, bastion, stronghold, border, beliefs, church, city. civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, dissolution, defeat, democracy, diplomacy, expedition, exploration, estate, empire (emperor), exile, expansion, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, urbanisation, war, warrior.

	Disciplinary vocabulary (concepts that cross subject areas and are specific to this subject)	After, ancient, analyse, archaeologist, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.

	Year 5	**Theme:** Romans Empire and its impact on Britain	**Theme:** Anglo Saxons/ Vikings	**Theme:** Benin Kingdom
		Autumn	**Spring**	**Summer**
	Specific Vocabularly	Invasion Legion The Roman government Emperor. Centurion Amphitheatre Temple Mosaic Hypocaust Aqeduct Roman Numerals Caldarium Tepidarium Frigidarium Toga Sauna	Settlement Conquer Kingdom Scandinavia Ritual Monastery Missionaries Fertile Treaty Massacre Archaeologist excavation	Igodomigodo Edo Ogiso Oba River Niger Benin Bronzes Ugbine disaster Yoruba Animists Oral Tradition slavery (noun) enslave (verb) independence civilisation (noun) civilised (verb)

				artefact evidence Warrior Archeologist Antique Reincarnation Massacre
		Horizontal Link: Roman numerals, Italy, Lake District, Biomes and Climate, Will I ever see the water I drink again? (G) **Vertical links:** Greeks (Y5/6), Vikings (Y5/6), Stone Age/Iron Age (Y3) Work, exchange and technology – Origin and rise – Ideas, beliefs and culture – Politics and Power – **Diagonal links:** Italy G Y3, Egyptian Shaduf Y4, Roman Numerals maths, democracy PSHE, Christianity Saints RE, **Big Question** **What did the Romans do for us?** 1. Can I create a timeline to show the major events during Roman Britain? 2.Can I explain when and how the Romans conquered Britain?	**Horizontal Link:** Romans, Benin, Hamlet E **Vertical links:** Work, exchange and technology – Origin and rise – Ideas, beliefs and culture – Politics and Power – **Diagonal links:** RE Christianity, settlements G Y3, **Big Question: Are the English really just English?** 1. Can I create a timeline to show important events in between 450 and 1066 AD? - Map Anglo Saxon kingdoms and locate Viking homelands. Link to previous Romano-Celtic people 2. Can I investigate if the Vikings were raiders or settlers?(Lindisfarne)	**Horizontal Link:** Anglo-Saxons, Living things in their Environments, Africa Nigeria(G), **Vertical Links:** Work, exchange and technology – Origin and rise – Ideas, beliefs and culture – Politics and Power – **Diagonal links:** Rainforests Y1 (G), Kalahari Desert Y2, Democracy PSHE, **Big Question: Should the museums return the Benin Bronzes?** 1. Can I create a timeline comparing West Africa and Europe from AD900 -1300? 2. Can I research the development of West African Kingdoms?

		3.Can I explore how people reacted to the changes made under the Romans? Can I explain who Boudica was? 4.Can I research how people lived during Roman Britain? 5. Can I describe how knowledge about this part of history is gained? (Compare archaeology and history) **Children will:** • Know the major events. • Know how to plot these on a timeline. • Know the difference between BC/BCE and AD/CE. • Know about the attempted invasion by Julius Caesar. • Know about the successful invasion and conquest by Claudius. • Know key facts about the invasion of Britain. • Know about the resistance of Boudica. • Know what life was like in Roman Britain. • Know key parts of life in Roman Britain.	3. Can I explain why the Vikings were so successful? (ship technology, include Great Heathen Army) 4. Can I map the extent of the Danelaw through place names? 5. Can I explore the life of Alfred the Great? 6 - Can I investigate the Bayeux tapestry and describe the events of 1066? **Children will:** • Know the important events between 450 and 1066. • Know the location of the Anglo-Saxon Kingdoms. • Know the locations of the Viking homelands and settlements. • Know what is meant by raiders and settlers. • Know about the significant of Lindisfarne. • Know why the Vikings were so successful, referring to ship technology, weapons, armour and tactics, and their beliefs and culture.	3. Can I research in more detail the beginning of the Benin Kingdom? 4. Can I explore the Gods of Benin? 5. Can I research about the Oba of Benin and the structure of the government? 6. Can I explore the evidence gained about the civilisation of West Africa? **Children will:** • Know when the Benin Kingdom began and how long it ran for. • Know how the West African kingdoms developed. • Compare how events developed within West Africa and Europe during the period of AD900-1300. • Know what happened in the beginning of the Benin Kingdom. • Know that in the beginning they cut down trees/rainforests to make room for settlements. • Know that at first they lived in small family groups. • Know these groups developed into a kingdom.

		• Know how life in Roman Britain compares to life in Britain today. • Know what primary and secondary sources are. • Know the strengths and weaknesses of different types of sources. • Know why the Romans invaded Britain. • Know chronology of conquest events.	• Know what Danelaw was and how it has impacted our place names. • Know who Alfred the Great was and why he is important. • Know that the Bayeux tapestry shows the events of 1066.	The kingdom was called Igodomigodo. • Know that Osanobua, was the creator god. • Know Olokun was a very popular god. • Know he was god of ocean and wealth. • Know Ogun was the god of iron and warriors and Osun was the god of medicine and magic. • Know that people believed that the Obas of Benin were the direct descendants of Osanobua, the creator god. • Know that Precolonial Benin society had a clearly demarcated class structure. • Know that it was mostly urban elite, compromising the governmental, religious and educational beueaucracies.
	Year 5 Greater Depth Standard	Why are versions of the past different?	S & D – Kingdom then and counties today. Compare and contrast law and order of AS and before.	

	Assessment	● Begin to extend and deepen their chronologically secure knowledge of history and well-informed context for future learning. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time. ● Begin to discern how and why contrasting arguments and interpretations of the past have been constructed. ● **Historical enquiry:** Pursue historically valid enquiries including some they have framed. Understand how different types of sources are used to rigorously make historic claims. Create relevant, structured accounts supported with evidence. ● **Historical Concepts:** Identify and explain change and continuity within and across periods. Analyse and explain reasons for and results of historical events, situations and changes. Consider and explain the significance of events, people and beliefs developments in their context and in the present day context. ● Use historical terms and concepts in increasingly sophisticated ways.

1	**Year 6** **Chronological Knowledge and understanding**		Continue to develop chronological secure knowledge of history. Establish clear narratives within and across periods studied. Note connections and contrasts and trend over time.
2	**Historical Enquiry**	**Using evidence**	Address enquiry questions and sometimes devising them. Understand how knowledge from the past is constructed from a range of sources.
		Communicating ideas	Construct informed responses by presenting information in different ways. Selecting and organising relevant historical information. Develop the appropriate use of historical terms (see vocabulary below)

3	**Interpretation of history**		Identify that different versions of the past may exist, giving some reasons for this.
4	**Historical concepts**	Causes and consequences	Identify why people did things Identify why events happened Identify what happened as a result
		Continuity and change	Identify similarities and differences between ways of life at different times
		Similarities and differences	Make simple observations about different types of people, events, and beliefs within a society.
		Significance of people	Talk about who was important in a simple historical account.
5	**Historical Vocabulary terms** **Substantive vocabulary**		Alliance, agriculture, bastion, stronghold, border, beliefs, church, city. civilisation, community, conquest, civilian, colony, court, coalition, citizen, culture, conflict, dictator, dissolution, defeat, democracy, diplomacy, expedition, exploration, estate, empire (emperor), exile, expansion, farming, famine, frontier, flee, galleon, government, hostility, hierarchy, invasion, king, leaders, liberation, legacy, monarch (monarchy), military, neutral, navigation, migration, occupation, oppression, opposition, persecution, poverty, parliament, ruler and leaders, reign, resistance, rebellion, surrender, source, settlement, senate, treaty, tyranny (tyrant), triumph, trade, transport, tribe, taxation, urbanisation, war, warrior.
	Disciplinary vocabulary (concepts that cross subject areas and are specific to this subject)		After, ancient, analyse, archaeologist, artefact, bias, before, chronology, continuity, change, compare, contrast, connections, cause, consequences, differences (different), evidence, eye-witness, enquiry, explore, era (BCE and CE), first, investigate, interpret, influence, interrogate, long time ago, next, new, old, Primary sources, question, reliability (unreliability), significant (significance); Secondary Sources; similarity (similar); source; time period and trends.

	Year 6	**Theme:** Medieval Britain	**Theme:** British Empire/Industrial Revolution	**Theme:** World War II
		Autumn	**Spring**	**Summer**
	Specific Vocabulary	Superstition Monastery Pilgrimage Herbal Remedy	Empire Colony Penal colony Aborigines	Air-raid Anderson shelter Allies Atomic Bomb

		Trepanning Epidemic Black Death Flagellant Pestilence Feudalism Monarch Baron Elite Noble Peasant Freedman Tenant Invasion Resistance Motte and bailey Fortification Siege Agincourt Longbow Infantry Cavalry	Commonwealth Imperialism Privateer Independence Monopoly Aborigine Penal Subcontinent Mughal Slavery Triangular trade Cash crop Rural Urban Industry Revolution Manufacture Trade Population Inferior Mass Production Invention Urbanisation Pollution	Axis Powers Blackout Blitz Concentration camps Evacuation Fascism Führer Gas masks Genocide Holocaust Invasion Liberated Luftwaffle Occupied Nazi Persecution Propaganda Rationing Spitfire
		Horizontal Links: Microbes (science), Shakespeare (E) **Vertical Links:** Anglo saxons, Vikings, Romans, Work, exchange and technology –	**Horizontal Links:** Climate Change (G), Inventions DT, Scientists and Inventors (S), America (G), Kipling (E), Narrative poems (E), WW2, The Jungle Book E **Vertical Links**:	**Horizontal Link:** Empire, Kensuke's Kingdom (E), Vegetable turn over, **Vertical Links:** Flight Work, exchange and technology – Origin and rise – Ideas, beliefs and culture –

		Origin and rise – Ideas, beliefs and culture – Politics and Power – **Diagonal links:** RE birth of Christianity, settlements and defence Y3, democracy, Shakespeare E **Big Question: Was medieval England a great place to live?** 1. Can I describe major events in medieval England?) 2. Can I explore life in a feudal society? 3.Can I discuss whether Edward the first was the Hammer of Scots? 4. What were the causes and impacts of the Hundred Year war? 5. How did the Black Death affect medieval England? 6. Can I compare life in medieval England with the modern day? **Children will:**	Work, exchange and technology – Origin and rise – Ideas, beliefs and culture – Politics and Power – **Diagonal links:** Global Trade (Y3), Scientists and Inventors (KS2 S), The tempest Y3 **Big Question: Was Empire a good thing?** 1. Can I describe the extent of the British Empire? (1715 - 1835) 2. Can I explain why Britain wanted an Empire? 3. Can I investigate the drivers of the Triangular Trade? 4. Can I explain why India was so important to the Empire? 5. Can I investigate the importance of trade to the Empire? 6. Can I debate whether the British Empire was a force for good or bad?	Politics and Power – **Diagonal links:** Remembrance day, Materials, British Values PSHE, Mapping Europe, Local Area Y2??, Thames G Y4 **Big Question: Why is World War 2 still remembered across the world?** **Children will:** 1. Can I empathise with how children might have felt at the start of WW2? 2. Can I write a poem about the evacuation at Dunkirk? 3. Can I identify countries that were involved in WW2? 4. Can I recognise the importance of the Battle of Britain? 5. Can I describe what life was like for evacuees in WW2? 6. Can I crack the enigma code?

		- Know who William the Conqueror was and why he invaded England in 1066. **- Be able to discuss the impact of the Norman invasion on the lives of the English.** **- Explain William's desire to install a feudal system in England.** **- Describe life for everyday people in a feudal system.** **- Explain why the Normans built so many castles.** **- Explain why Edward the 1st is a deeply unpopular historical figure in Scotland.** **- Explore the timeline of the black death and explain the impact it had on England.** **- Be able to describe and explain the approaches people took to preventing the death.** **- Use historical resources to explore the Hundred Years war and write a recreation of the battle of Agincourt.** **- Explain why Henry the 5th invaded France.** **- Compare and contrast life in medieval England with the modern day.**	**Children will:** - Be able to explain why England began to look for an overseas empire after defeat in the Hundred Years War. - Describe a rough timeline of the expansion of the British Empire and list a variety of countries that Britain controlled by 1910. - Explore the settlement of Jamestown, evaluating its success. - Describe the impact of British settlement of the Americas on the local people. - Have an understanding of cash crops and why they were so valuable in the 16th and 17th century. - Explore the triangular trade, slavery and the role of the European powers. - Explore the drivers of the slave trade – labour for farms in America, profit for African kingdoms, markets for British goods. - Understand the role of the British East India company in the gradual annexation of India. - Explain why Victoria described India as 'The jewel in the crown.' - Use historical sources to evaluate the benefits that colonisation may have brought for the Indian people.	7. Can I take part in the Dambuster raids? 8. Can I write an information text about the Holocaust? 9. Can I plan for the D-Day invasions? **Children will:** Develop an understanding of WW2; Discuss why it was initially known as the 'Phoney War' Role-play an evening at home, in an air raid shelter, during August 1940. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Churchill/ key moments in WW2; Understand how our knowledge of the past is constructed from a range of sources. Create maps identifying European cities and countries that relate to some key events in WW2.

			- Be able to list origin of a variety of trade goods and how they were beneficial to Britain. - Explain how the wealth brought in through trade was the catalyst for the industrial revolution. - Give an opinion on whether the Empire was all bad or whether it did some good.	Use maps to locate European countries and major cities; to name and locate some counties and cities of the United Kingdom; Use maps, atlases, globes and digital/computer mapping to locate countries. Develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study; Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the Battle of Britain). Understand some of the major events leading up to the Battle of Britain, including the countries involved and the roles they played. Describe what evacuees needed to take with them on their journey. Use different thinking skills to help me Organise information about being evacuated. Explain when, where and why children were evacuated.

				Describe how it might have felt to be evacuated. Use mathematical techniques to solve a range of problems. Explain the chronology of WW2, particularly relating to the Battle of The Atlantic. Explain the importance of the cracking of Enigma to the greater war effort. Use mathematical techniques to solve a range of problems. Explain the chronology of WW2, particularly relating to the Battle of The Atlantic. Explain the importance of the cracking of Enigma to the greater war effort. Discuss the importance of the failed German attack on the USSR. Be familiar with the Pacific War and the Japanese attack on Pearl Harbour. Explain the significance the Dambusters raid. Take part in a group activity and find novel answers to solve problems. Be increasingly aware of the chronology and important events of WW2.

				Understand the events leading to the end of the war, the surrender of countries, the Battle of Berlin and death of Hitler Consider the Paris Peace Treaties of 1947 Understand the continuing threat even in the final days of the war and the development of rocketry.
	Year 6 Greater Depth Standard	Compare and contrast modern life with medieval England across a range of examples.	Show understanding that the British Empire had both positive and negative impacts on the lives of people around the world.	Describe how WW2 changed Europe and how we can still see its effects today.
	Assessment	● Begin to extend and deepen their chronologically secure knowledge of history and well-informed context for future learning. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time. ● Begin to discern how and why contrasting arguments and interpretations of the past have been constructed. ● **Historical enquiry:** Pursue historically valid enquiries including some they have framed. Understand how different types of sources are used to rigorously make historic claims. Create relevant, structured accounts supported with evidence. ● **Historical Concepts:** Identify and explain change and continuity within and across periods. Analyse and explain reasons for and results of historical events, situations and changes. Consider and explain the significance of events, people and beliefs developments in their context and in the present day context. ● Use historical terms and concepts in increasingly sophisticated ways.		