History

EYFS

Opportunities for History in the Early Years

Children will be encouraged to explore their immediate family and significant events in the lives of their families. They will explore the wider community and some of the roles from a range of familiar professions. They will be looking at similarities and differences in their lives and the lives and others. Children will also explore significant historical events and begin to organise events using basic chronology, recognising that things happened before they were born. In our learning life cycles, children are encouraged to think about their own immediate history by discussing the things they can do now that they couldn't when they were younger.

Communication & Language

- Talk about themselves (All About Me) and members of their immediate family and significant events that happen in their lives e.g. birthdays, Christmas etc (celebrations). Children will be able to talk about significant events in their families lives e.g. Mother's Day (tea part) and Father's Day (den building).
- Talk about the wider community and explore a range of different familiar professions: people who help us e.g. police, drs visit to school.
- Name and describe people who are familiar to them.

Physical Development

- Children's fine motor skills will be developed by drawing and writing cards and making decorations for special occasions in their lives and those of others.

Personal, Social & Emotional Development

- Children will explore themselves, their families and what makes them special. They will explore events that are celebrated in their household e.g. Birthday, Christmas and Diwali (celebrations).
- They will look at similarities and differences in their lives and the lives of others and recognise that people have different beliefs and celebrate in special times in different ways.

Literacy

- Children will be making and writing cards to celebrate significant events in their families lives e.g. Mother's Day, Christmas.
- They will write about their experiences of historical events e.g. Bonfire Night/ Christmas list.

Mathematics

- Children are offered opportunities to draw a map of where they live - All About Me.
- Children will develop an understanding of basic chronology and time. Recognising that things happened before they were born.

Understanding the World

- Comment on familiar situations in the past e.g. Bonfire Night, Remembrance Day.
- Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Expressive Arts & Design

- Children will create their own representations to celebrate special occasions in their lives and the lives of others, using a variety of media and materials.

National Curriculum Requirements

Key Stage One	Key Stage Two
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • 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 • Ancient Greece – a study of Greek life and achievements and their influence on the western world • 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.

Progression of Knowledge & Skills

	Year One		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Chronological Awareness & Understanding	**Let's Play: Toys from the Past** • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Place known events and objects in chronological order (timeline). • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.	**Wings, Fins, Feathers and Tails: Mary Anning** • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Place known events and objects in chronological order (timeline). • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.	**Castles: The Battle of Hastings** • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Place known events and objects in chronological order (timeline). • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.
Knowledge of People, Events and Changes	**Let's Play: Toys from the Past** • Identify some similarities and differences between ways of life in different periods. E.g. past, present, decades (1950 – 2020). • To have a basic of understanding of the progression of materials through the decades. • To have a basic of understanding of the progression of toy movement through the decades.	**Wings, Fins, Feathers and Tails: Mary Anning** • Recall some facts about people/events before living memory. • Say why people may have acted the way they did. E.g. Mary Anning. • Identify some similarities and differences between ways of life in different periods. Mary Anning's life 1799 – 1847 • To know when Mary Anning was born, information about her family, what she discovered and her profession.	**Castles: The Battle of Hastings** • Recall some facts about people/events before living memory. • Say why people may have acted the way they did. William the Conqueror. • Identify some similarities and differences between ways of life in different periods. E.g. Medieval times. • To identify the features of a castle. • To know the difference between a motte and bailey castle and a stone castle. • To know when the Battle of Hastings was, who was involved and who won. • To identify the job role of a castle worker.
Historical Enquiry & Investigation	**Let's Play: Toys from the Past** • Describe some simple similarities and differences between artefacts. • Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' • Sort artefacts from 'then' and 'now'. • Ask and answer relevant basic questions about the past.	**Wings, Fins, Feathers and Tails: Mary Anning** • Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' • Ask and answer relevant basic questions about the past.	**Castles: The Battle of Hastings** • Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' • Ask and answer relevant basic questions about the past.
Historical Interpretation	**Let's Play: Toys from the Past** • Look at books, videos, photographs, pictures and artefacts to find out about the past. • Relate his/her own account of an event and understand that others may give a different version.	**Wings, Fins, Feathers and Tails: Mary Anning** • Look at books, videos, photographs, pictures and artefacts to find out about the past. • Relate his/her own account of an event and understand that others may give a different version.	**Castles: The Battle of Hastings** • Look at books, videos, photographs, pictures and artefacts to find out about the past. • Relate his/her own account of an event and understand that others may give a different version.
Presenting, Organising & Communicating Information & Ideas	**Let's Play: Toys from the Past** • Sort events or objects into groups (i.e. then and now). • Use timelines to order events or objects. • Tell stories about the past, including role-play. • Talk, draw or write about aspects of the past.	**Wings, Fins, Feathers and Tails: Mary Anning** • Tell stories about the past, including role-play. • Talk, draw or write about aspects of the past.	**Castles: The Battle of Hastings** • Sort events or objects into groups (i.e. then and now). • Use timelines to order events or objects. • Tell stories about the past, including role-play. • Talk, draw or write about aspects of the past.
Vocabulary	**past, present, now, then, modern, old fashioned, toy, mother, father, grandmother, grandfather, plastic, wooden, metal**	**palaeontologist, toolkit, fossils, facts, extinct, reptiles, mammals, humans, amphibians, dinosaurs, birds, cloak, bonnet, basket**	**moat, castles, bailey, turrets, drawbridge, William the Conqueror, king, queen, invasion, battle, portcullis, Bayeux tapestry, knight, lord, lady**

	Year Two		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Chronological Awareness & Understanding	**Kings and Queens** • Order dates from earliest to latest on simple timelines. • Sequence events that are close together in time.	**Great Fire of London** • Order dates from earliest to latest on simple timelines. • Sequence artefacts that are close together in time.	**Explorers** • Order dates from earliest to latest on simple timelines.
Knowledge of People, Events and Changes	**Kings and Queens** • Know and recount episodes from stories and significant events in history. • Recognise some similarities and differences between the past and present. • Understand that there are reasons why people in the past acted as they did (Queen Elizabeth II, Queen Elizabeth I, Henry VIII). • Describe significant individuals from the past (Queen Elizabeth II, Queen Elizabeth I, Henry VIII).	**Great Fire of London** • Know and recount episodes from stories and significant events in history. • Recognise some similarities and differences between the past and present. • Understand that there are reasons why people in the past acted as they did (Samuel Pepys, Lord Bludworth, King Charles II). • Describe significant individuals from the past (Samuel Pepys, Lord Bludworth, King Charles II, Thomas Farriner, Sir Christopher Wren).	**Explorers** • Know and recount episodes from stories and significant events in history. • Describe significant individuals from the past (Christopher Columbus, Ernest Shackleton, Amelia Earhart). • Understand that there are reasons why people in the past acted as they did (Christopher Columbus, Ernest Shackleton, Amelia Earhart). • Have a basic understanding of the significance of these people on the world today.
Historical Enquiry & Investigation	**Kings and Queens** • Choose and select evidence and say how it can be used to help us find out about the past.	**Great Fire of London** • Observe or handle evidence to ask simple questions about the past. • Choose and select evidence and say how it can be used to help us find out about the past. • Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.	**Explorers** • Choose and select evidence and say how it can be used to help us find out about the past.
Historical Interpretation	**Kings and Queens** • Look at and use books and pictures, stories, photographs, artefacts, historical buildings and the internet to find out about the past. • Think about and discuss the origins of these sources- Do we know who made them? Do we know who took the photograph etc? Why did they do this?	**Great Fire of London** • Look at and use books and pictures, stories, eyewitness accounts, artefacts, historical buildings, Norris Museum, historical sites and the internet to find out about the past. • Think about and discuss the origins of these sources- Do we know who made them? Do we know who took the photograph etc? Why did they do this? • Start to compare two versions of a historical event. • Explain that there are different types of evidence and sources that can be used to help represent the past.	**Explorers** • Look at and use books and pictures, stories, eyewitness accounts, photographs, artefacts, historical sites and the internet to find out about the past.
Presenting, Organising & Communicating Information & Ideas	**Kings and Queens** • Show an understanding of historical terms such as monarch, parliament, government, war, remembrance. • Use historical vocabulary to tell simple stories about the past. • Record what they have learnt by drawing and writing.	**Great Fire of London** • Show an understanding of historical terms such as monarch, parliament and government. • Use historical vocabulary to tell simple stories about the past. • During 'History Off the Page' day, children will have the chance to hypothesise about the occupation of an individual from the past based on a collection of artefacts. They present their ideas to others. • Record what they have learnt by drawing and writing.	**Explorers** • Use historical vocabulary to tell simple stories about the past. • Record what they have learnt by drawing and writing.
Vocabulary	**monarchy, monarch, king, queen, family, heir, throne, reign, coronation, jubilee, celebration, commonwealth, British, state visit, robe, duke, duchess, Archbishop of Canterbury, abdicate, beheaded**	**fire, London, burning, Samuel Pepys, fire hook, explosives, oil, gas, flammable, pitch, thatch, tar, wood, heat, inferno, timeline, wind, dry, River Thames, fire service, architect, regenerate, evidence**	**journey, flight, sail, accomplish, record, survive, significant, explorer, expedition, artefacts, diary, Antarctica, photograph, recordings, Endeavour, drawings/sketches, continent, sledge, clothing, survival, climate, polar region, adventurer**

	Year Three		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Chronological Awareness & Understanding	**The Stone Age** • Use an increasing range of common words and phrases relating to the passing of time. • Understand that a timeline can be divided into BC and AD. • Understand the differences between the terms prehistory and history. • Have an understanding of when early humans were living on Earth. • Know that the Stone Age lasted so long that it has been split into three parts: Old Stone Age, Middle Stone Age and New Stone Age.	**Ancient Egypt** • Use an increasing range of common words and phrases relating to the passing of time. • Describe dates of and order significant events from the period studied.	**Ancient Greece and Alexander the Great** • Understand how, why and when the Greek city-state, including Sparta and Athens, were formed.
Knowledge of People, Events and Changes	**The Stone Age** • Understand the changes in Britain from the Stone Age to the Iron Age. • Know that thousands of years ago, Britain was part of a larger land mass. • Understand that our human ancestors were hunter gatherers. • Understand that our human ancestors were nomadic. Be able to explain what this means. • Learn about the Stone Age village of Skara Brae.	**Ancient Egypt** • Have an overview of where and when the first civilisations appeared. • Understand and describe the achievements of the earliest civilisations. • Understand how the power structures are linked to the geography of Egypt. • Understand how Egypt changed through time (changes in the pyramids, leaders, kingdoms, arts and beliefs).	**Ancient Greece and Alexander the Great** • Learn about the key figures of Greek democracy, philosophy and literature and how they have influenced modern day. • Understand the role of citizens in different city-states in the development of the army and how this impacted wars, such as the Peloponnesian War.
Historical Enquiry & Investigation	**The Stone Age** • Use sources of information in ways that go beyond simple observation to answer questions about the past. • Understand how archaeologists use evidence to learn about the past.	**Ancient Egypt** • Explore the question: 'How have historians pieced together information from a range of sources construct ideas about the past?' • Use sources of information in ways that go beyond simple observation to answer questions about the past.	**Ancient Greece and Alexander the Great** • Use sources of information in ways that go beyond simple observation to answer questions about the past.
Historical Interpretation	**The Stone Age** • Use a variety of resources to find out about aspects of life in the past. • Explore the idea that there are different accounts of history and what the reasons for this might be. • Make interpretations as to why there are no woolly mammoths alive today. • Make interpretations regarding Stone Age housing.	**Ancient Egypt** • Use a range of primary and secondary sources to interpret information about the past. • Gather more detail from sources (such as maps) to build a clearer picture of the past. • Use a variety of resources to find out about aspects of life in the past. • Explore the idea that there are different accounts of history and what the reasons for this might be.	**Ancient Greece and Alexander the Great** • Use a variety of resources to find out about aspects of life in the past. • Explore the idea that there are different accounts of history and what the reasons for this might be.
Presenting, Organising & Communicating Information & Ideas	**The Stone Age** • Communicate learning in an organised and structured way, using appropriate terminology, with drawings, diagrams, dramatic roleplay, story telling.	**Ancient Egypt** • Construct informed responses about the past through careful selection and organisation of relevant historical information.	**Ancient Greece and Alexander the Great** • Communicate learning in an organised and structured way, using appropriate terminology, with drawings, diagrams, dramatic roleplay, storytelling.
Vocabulary	**prehistory, prehistoric, land-bridge, ancestors, nomadic, tools, hunter-gatherers, Stone Age, mammoths, Skara Brae, mounds, Stonehenge, Midsummer's Day, Midwinter's Day, primary sources, secondary sources, artefact, evidence, archaeologist, excavate, flint knapper/knapping,**	**Valley of the Kings, tomb, ruler, ancient Egpyt, remains, hieroglyphs, ebony, Tutankhamun, historian, civilisation, Nile, Mediterranean Sea, kingdom, crown, pharaoh, united, taxes, fertile, pyramids, Giza, scribes, chariot, ankh, Amun Ra, Osiris, Isis, dependent, Ma'at, flooded, Anubis, afterlife, underworld, soul, preserve, embalm, mummification, Rosetta Stone, translate, inscription, cartouche, papyrus**	**Polis, city-states, democracy, vote, citizens, Pericles, Golden Age, Peloponnesian War, stare, plague, Parthenon, architecture, columns, scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, Homer, The Odyssey, Cyclops, Odysseus, Sirens, sailors, nymph, philosophy, wisdom, Socrates, academy, Plato**

	Year Four		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Chronological Awareness & Understanding	**The Roman Empire** • Use evidential thinking to consider battle strategies used. • Understand how Rome was first created looking at the story of Romulus and Remus. • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	**The Romans in Britain** • Consider how Britain became "Romanised". • Did it impact on technologies (road building, central heating, etc)	**Local History Study: Oliver Cromwell** • Know that Oliver Cromwell was born on April 25th 1599 and died on September 3rd 1658. • Know that he lived in various locations in Cambridgeshire and Huntingdonshire. • Know that the civil war was from 1642 – 1651.
Knowledge of People, Events and Changes	**The Roman Empire** • Understand how the senate was established. • Understand how the different kings of Rome impacted on the citizens. • Describe similarities and differences between people, (Plebeians, Patricians) events (wars) and artefacts studied (sculptures). • Describe how some of the things I have studied from the past affect/influence life today.	**The Romans in Britain** • Understand The Roman Empire and its impact on Britain (e.g. Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall and British resistance e.g. Boudicca) • Understand the resistance to invasion from the Britons and when and where this happened under which leaders.	**Local History Study: Oliver Cromwell** • Describe changes that have happened in the locality of the school throughout history. • Begin to identify reasons for and results of people's actions and why they may have wanted to do something. • Complete a study during Oliver Cromwell's life tracing how several aspects of national history are reflected in the locality. • Devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Historical Enquiry & Investigation	**The Roman Empire** • Throughout the topic, consider 'What makes a good leader?' • Explore how much power the senate had in the Roman Republic. • Consider how leaders gained power. • Consider how armies were successful. • Understand how geography impacted on successful invasion.	**The Romans in Britain** • Throughout the topic, explore the question 'How easy was it for the Romans to conquer and rule the Britons?' • Use sources of information in ways that go beyond simple observations to answer questions about the past. • Use a variety of resources to find out about aspects of life in the past. • What inventions did the Romans bring with them and how did the technologies work? Baths, furnaces, hypocaust, roads – how did this alter life in Briton?	**Local History Study: Oliver Cromwell** • Answer the question: 'How did Oliver Cromwell change our local area and Britain as a whole?' • Use a range of artefacts, observing small details and recording relevant information. • Suggest suitable sources of evidence for historical enquiries. • Use textbooks/internet for research. • Use more than one source of evidence to ask and answer questions about Oliver Cromwell.
Historical Interpretation	**The Roman Empire** • Answer the question: 'what can sources reveal about Roman ways of life?' • Analyse photographs of sculptures to see real life evidence.	**The Romans in Britain** • Look at different versions of the same event in history and identify differences. • Was Boudicca a good leader? Explore different perspectives on her leadership. • Understand what knowledge about Roman Britain historians have been able to build from the sources. • Consider the question: 'Did it impact on religion and beliefs?'	**Local History Study: Oliver Cromwell** • Discuss and interpret if Oliver Cromwell was a hero or villain.
Presenting, Organising & Communicating Information & Ideas	**The Roman Empire** • Communicate learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, drama role-play and storytelling. • Links are made with a DT unit - producing a poster for Cambridge Museum.	**The Romans in Britain** • Communicate learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, drama role-play and storytelling. • Roman soldier visitor – bringing history to life with role play for Roman Day.	**Local History Study: Oliver Cromwell** • Use appropriate historical vocabulary to communicate, including; dates, time period, era, change, chronology and vocabulary relevant to the periods studied – monarch and monarchy.
Vocabulary	**Senate, Kings, plebs, patricians, elected, ruler, senators, republic, expanded, peninsula, Punic War, surrender, commanded**	**Britannia, veni, vedi, vici, invasion, Celtic tribes, Claudius, chieftain, Caratacus, warriors, forces, fort, defeat, heavy taxes, capital city, Colchester, revolt, Iceni, Boudicca, raised an army, razed to the ground, Londinium, Watling Street, outnumbered, Aquae Sulis, spring, fortune, strigil, hypocaust, furnaces, palestra, intersecting, branched, grid, forum, basilica, theatre, temple, frontier, Hadrian, Hadrian's Wall, Vindolanda, wooden tablets, garrison**	**monarchy, monarch, chronology, dates, time period, civil war, roundheads, cavaliers, democracy, parliament, Lord Protector, New model army, Republic**

	Year Five		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Chronological Awareness & Understanding	**Islamic Civilisations: Baghdad** • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Use dates to order and place significant events on a timeline. • Make comparisons between aspects of periods of history and the present day.	**Anglo-Saxon Britain** • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Describe the main changes in a period in history. • Use dates to order and place significant events on a timeline. • Make comparisons between aspects of periods of history and the present day.	**Vikings and Norse Culture** • Describe the main changes in a period in history. • Use dates to order and place significant events on a timeline. • Understand and describe in some detail the main changes in an aspect in a period of history.
Knowledge of People, Events and Changes	**Islamic Civilisations: Baghdad** • Use reliable sources of information to find out about the past. • Give some reasons (with evidence) for some important historical events including the creation of the Round city (Baghdad) by al-Mansur, Alexander the Great's conquest. • Describe similarities and differences between some people, events and artefacts studied including al-Mansur, Alexander the Great, the Greeks and Persions settling in Baghdad, the importance of the River Tigris and the fertility of the land near it, the Caliphs. • Describe how historical events studied affect/influence life today including how teaching of science, maths, astronomy, geography and philosophy affected education today, how scientists in Baghdad invented the compass – an invention we still use today. • Make links between some of the features of past societies including religion, technology, education, housing and building techniques. • Understand and describe in some detail the main changes in an aspect in a period of history.	**Anglo-Saxon Britain** • Give some reasons (with evidence) for some important historical events including an understanding of the tribes and civilisations within Britain (Angles, Saxons and Jutes), how they moved within Britain and how battles for territory dominated this era. • Describe similarities and differences between some people, events and artefacts studied including how some countries relied on the support and rule of others, Aethelberht, Justinian, building of monasteries, Hilder, Bede the monk from Northumbria. • Describe how historical events studied affect/influence life today including marrying significant figures from other cultures to strengthen relationships, giving gifts to maintain relationships, how Justinian law changes still effect our laws and courts today. • Make links between some of the features of past societies. for examples wars, laws and marriage. • Understand and describe in some detail the main changes in an aspect in a period of history.	**Vikings and Norse Culture** • Use reliable sources of information to find out about the past. • Give some reasons (with evidence) for some important historical events such as Romans leaving Britain (410), tribes from Europe coming to Britain via the North Sea (Angles, Saxons, Jutes), The Vikings arriving after the tribes (793), the purpose of Viking longships and the life of a Viking sailor, Viking raids and why they raided Lindisfarne, Viking settlements. • Describe similarities and differences between some people, events and artefacts studied such as King Alfred, Jorvik, Gurthrum, Danelaw and the Great Heathen Army • Describe how historical events studied affect/influence life today such as learning how Viking locations and names have helped shape the names of places in the UK today (Thorpe = village). • Make links between some of the features of past societies. (E.g. religion, houses, society, technology.) • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.
Historical Enquiry & Investigation	**Islamic Civilisations: Baghdad** • Use a wide range of different sources to collect evidence about the past such as pictures of ceramics, documents, maps, scrolls. • Understand that the type of information available depends on the period of time studied.	**Anglo-Saxon Britain** • Use a wide range of different evidence to collect evidence about the past such as pictures of ceramics, pictures, printed sources, posters, online material, pictures of historic statues, figures, sculptures and historic sites. • Compare sources of information available for the study of different times in the past. • Understand that the type of information available depends on the period of time studied.	**Vikings and Norse Culture** • Use a wide range of different evidence to collect evidence about the past such as images, pictures of written records, pictures of ceramics. • Compare sources of information available for the study of different times in the past.
Historical Interpretation	**Islamic Civilisations: Baghdad** • Use reliable sources of information to find out about the past. Use a wide range of different sources to collect evidence about the past such as pictures of ceramics, documents, maps, scrolls. • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	**Anglo-Saxon Britain** • Select relevant sections of information to address historically valid questions and construct detailed informed responses. They use given information to explain how leading figures kept power (Aethlyberht). • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.	**Vikings and Norse Culture** • Make comparisons between aspects of periods of history and the present day. • Evaluate the usefulness of a variety of sources to interpret what Vikings and Viking life was like. • Consider why Vikings decided to settle in Britain.
Presenting, Organising & Communicating Information & Ideas	**Islamic Civilisations: Baghdad** • Present findings and communicate knowledge and understanding in different ways including writing, drawing, diagrams, drama role-play, and storytelling. • Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural and religious.	**Anglo-Saxon Britain** • Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling. • Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural and religious.	**Vikings and Norse Culture** • Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, drama role-play, and storytelling use of ICT. Also, use these ways to create a class museum. • Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural and religious.
Vocabulary	**Al-Mansur, architects, Baghdad, dirhams, astrologers, descendants, caliphs, Arab Muslims, Caspian Sea, silk roads, decree, engineer, revenue, dome, quilts, quarters, scholars, madrass, universities, numerals, observatories, astrolabe, predict, astrology, minerals, antiseptic, arteries, medical, plague, smallpox, compass, lenses, optics**	**Picts, Scots, pillaged, Germanic tribes, North Sea, Angles, Jutes, Anglo-Saxons, battle axe, throwing axe, Frankish axe, axe head, Britons, legends, migrate, Wessex, Sussex, Essex, Kent, East Anglia, Mercia, Northumbria, chief, garnet, Sri Lanka, amber, artifacts, high born, glassware, widowed, Augustine, overlord, Canterbury, monastries, monks, scholarship, bede, missionary, Synod of Whitby, Easter, charters, Offa's Dyke, abbey, abbess, trowel, earthen mounds, rivet, meandering, silverware, decomposed**	**Scandinavia, 793 AD, Vikings, Denmark, Norway, Sweden, sails, mast, steering oar, hull, yard, shields, dragon haed, oars, settlers, farm, by (farm/village), thorpe (village), toft (homestead), kirk (church), battle axe, viking longship, monk, monastery, Danelaw, York, Alfred, Guthrum**

	Year Six		
Knowledge & Skills	**Autumn Term**	**Spring Term**	**Summer Term**
Chronological Awareness & Understanding	**The Maya** • To understand that the Maya used a sophisticated chronological system which tracked both historical milestones and mythical events. • To understand how the Mayans civilisation developed over time.	**World War II** • To accurately use dates and terms to describe events of WWII – date the war broke out, evacuation of children, rationing, the Blitz, the arrival of American soldiers in East Anglia, end of the war, the Windrush and changes post-war.	**Black History: Black and British** • To understand the term 'century' and how dating centuries works (e.g. the 1500s are known as the 16th century). • To identify and compare changes within and across different periods e.g. changes in society and the treatment of different ethnicities. • Order significant events and dates on a timeline (ordering events in the past 60 years).
Knowledge of People, Events and Changes	**The Maya** • To use evidence to support arguments. • To show developing appropriate use of historical terms. Such as bloodletting. • To make links between some of the features of past societies (e.g. architecture, society, technology).	**World War II** • To examine causes and results of great events and the impact these had on people - the impact of WW2 on cities, towns and rural areas, and on diverse peoples in a global war. • To understand the involvement of diverse peoples in a global war. • To use appropriate historical terms such as culture, religious, social, economic and political when describing the past. • To understand the causes and effects of post war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling. • To describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. •	**Black History: Black and British** • To describe how some of the things studied from the past affect/influence life today e.g. the attitudes of people. • To show a developing appropriate use of historical terms (see vocabulary box). • To make links between some of the features of past societies (e.g. technology, transport, society).
Historical Enquiry & Investigation	**The Maya** • To understand how our knowledge of the past is constructed from a range of sources. • To use a wide range of different evidence to collect evidence about the past e.g. photographs, sculptures, historic sites. • To find and analyse a range of evidence about the past.	**World War II** • To recognise when they are using primary and secondary sources of information when they are investigating the past. • To use a wide range of different evidence to collect evidence about the past e.g. photographs, documents, posters, online materials, artefacts.	**Black History: Black and British** • To understand how our knowledge is constructed by a range of sources. • Construct informed responses that involve thoughtful selection of relevant historical information.
Historical Interpretation	**The Maya** • To know that people both in the past have a point of view and that this can affect interpretation e.g. the passing down of rituals. • To give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	**World War II** • To start to understand the difference between primary and secondary evidence and the impact of this on reliability, • To show awareness of the concept propaganda.	**Black History: Black and British** • To know that people both in the past have a point of view and that this can affect interpretation e.g. different experiences. • To give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. • To know that we must consider a sources audience, purpose and creator to determine if it is a reliable source.
Presenting, Organising & Communicating Information & Ideas	**The Maya** • To present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams and storytelling.	**World War II** • To present, communicate knowledge and organise idea about the past using a range of high leverage tasks. • To provide an account of a historical event based on more than one source.	**Black History: Black and British** • To present, communicate knowledge and organise idea about the past using a range of high leverage tasks.
Vocabulary	**shard, dynasty, bloodletting, acceding, accession, aligned, potent, hallucinating, conjuring, founder, Maya, Precise, Mesoamerica, jaguar, Mayan, temple-pyramid, flagstones, Pakal, adorned, jade, turmoil, plaza, stelae, roasted, delicacy, godliest, maize, primordial, shaman, Long Count, solar calendar, obsidian, Chichen Itza, abandoned, collapse**	**wireless, bulletins, gas mask, evacuated, Adolf Hitler, Winston Churchill, government, Allied powers, Axis power, home front, billeted, Operation Pied Piper, evacuation, evacuees, air raids, Phoney war, propaganda, barrage balloons, air raid shelters, Anderson Shelters, air raid wardens, all clear, Luftwaffe, drone, the Blitz, arsenal, Royal Air Force (RAF), Battle of Britain, consecutive, blackout regulations, ministers, allotments, shearing, hostels, rationing, ration books, coupons, the black market, memoir, currency, off-limits, segregated, padre, gospel songs, Trinidad, Empire Windrush, enlisted, mother country, VE day, Commonwealth citizenship, politicians, Tilbury docks, labour exchange, racism, Windrush generation, Buckingham Palace, MBE, scholarship, seamstress, trade union, Bevan, general election, Beveridge Report, pension, welfare state, matron, ceremoniously, National Health Service (NHS), National Insurance**	**Century, archaeologist, Romans, Roman Empire, Roman Britain, emperor, Hadrian's Wall, Aurelian Moors, fortress of Aballava, moors – people of North Africa, Emperor Macus Aurelius, Latin inscription, plaque, source, isotope analysis, chemicals, bones, craniometrics, skeleton, Ivory Bangle Lady, medieval map – Mappa Mundi, Tudor Britain, John Blanke, King Henry VII, King Henry VIII, historical record, traders, sailing, Europes 'Age of Discovery', African Kingdoms. William Hawkins, Sir John Hawkins, coat of arms, Portuguese, enslaved people, slavery, slave ships, sugar nips, manacle, British West Indies, capture, Royal African Company, the Planters Law, slave castles, the triangle of trade, plantations, servants, World War II, soldiers, the British West Indies Regiment, labour corps, Walter Tull, racism, post-war, the Windrush, British culture**