



	Autumn	Spring	Summer
<b>Year 1</b>	<b>Family history</b> What was life like for our great grandparents?	<b>Communication – then and now</b> How has the way we communicate changed over time?	<b>Famous People</b> Why do we remember Mary Anning?
<b>Key NC Objectives</b>	<ul style="list-style-type: none"><li>Changes within living memory – where appropriate these should be used to reveal aspects of change in national life.</li></ul>	<ul style="list-style-type: none"><li>The lives of significant individuals in the past who have contributed to national and international achievements.</li><li>Events beyond living memory that are significant nationally or globally.</li></ul>	<ul style="list-style-type: none"><li>The lives of significant individuals in the past who have contributed to national and international achievements.</li><li>Significant historical events, people and places in their own locality.</li></ul>
<b>Key Second Order Concepts</b>	Continuity and Change Similarities and Differences	Continuity and Change Similarities and Differences	Historical Interpretation
<b>Key Substantive Concepts</b>	Civilisation	Significant Events Significant People Civilisation	Significant Events Significant People
<b>Key Vocabulary</b>	Grandparents Past Then Now Similarities Differences Toys Hobbies Games Childhood Household Shops School	Hieroglyphics Ancient Communication Printing Quill William Caxton Morse Code Telegraph Significant Telegrams Invention World Wide Web Alexander Graham Bell Tim Berners-Lee	Lyme Regis Fossil Century Coast Dinosaur Discovery Extinct Existed Influential Jurassic Coast Palaeontologist Prehistoric Reptile Skeleton



			Scientist Vertebrate Invertebrate
<b>Sequence</b>	<ul style="list-style-type: none"><li>• What childhood was like in the past.</li><li>• The similarities and differences between a 1950s and 1960s home and my own.</li><li>• The similarities and differences between toys from the 1950s/1960s and toys from today.</li><li>• The similarities and differences between shops from today and those when our grandparents were children.</li><li>• The similarities and differences between our own experience and our grandparents' experience of school</li><li>• To experience an afternoon celebrating in the 1950s</li></ul>	<ul style="list-style-type: none"><li>• The names of early writing systems.</li><li>• Understand some different ways that people communicated in the past.</li><li>• Name some of the key inventions and comment on the developments of communication over time.</li><li>• Name some significant people involved in the development of modern communication.</li><li>• Know where significant people and their inventions fit within a chronological framework.</li></ul>	<ul style="list-style-type: none"><li>• Who Mary Anning was?</li><li>• The life of Mary Anning</li><li>• Where the Jurassic Coast is and where it got its name from.</li><li>• Why Mary Anning is so significant?</li><li>• What fossils are?</li><li>• How are fossils made?</li><li>• How do you find fossils?</li><li>• What animals are the fossils of?</li><li>• Why wasn't Mary Anning recognised for her work?</li></ul>
Historical Knowledge: Constructing the past KS1:	<b>Study knowledge of and can recall information and characteristic features of historical periods.</b>  Can recall some of the key events and people associated with themes studied within family, local, national and global history.		
Historical Knowledge: Chronology; sequencing the past KS1:	<b>Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrase.</b>  Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to a family life in the past in correct order. Begin to use a range of common words relating to the passage		
History Concepts: Continuity and Change / Similarities and Differences	<b>KS1: Identify similarities and difference between ways of life in different periods/times.</b>  Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.		
History Concepts: Cause and Effect	<b>KS1: Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.</b>  Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.		



History Concepts: Significance (significant people and events) / Historical Interpretation	<b>KS1: Understand some of the ways in which they can find out about the past and identify different ways it is represented.</b> Demonstrate through examples and discussion an understanding of the term ‘significance’. Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. Will begin to make connections between significant events or people, e.g. the explorers studied.		
Historical Enquiry: Planning and Carrying out a Historical Enquiry KS1:	<b>Ask and answer questions, choose and use parts of stories and other sources to show they know and understand key features of events, use a wide vocabulary of everyday historical terms.</b> Can plan a small enquiry by asking relevant questions. Can find relevant information to answer questions using at least one story and another type of source, e.g. ‘Which are the most significant explorers?’. Can use appropriate historical vocabulary.		
Historical Enquiry: Using Sources as Evidence	<b>KS1: Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</b> Can extract some information from more than one type of source to find out about an aspect of the past, e.g. about their grandfather’s childhood. These sources could include written, visual, oral sources and artefacts including the environment.		
<b>Year 2</b>	<b>The Great Fire of London</b> Was London better before or after the Great Fire of London?	<b>Our Greatest Explorers</b> What does it take to be a great explorer?  Including Drake/Columbus/Neil Armstrong	<b>Our Local Heroes</b> Who are our local heroes?
<b>Key NC Objectives</b>	<ul style="list-style-type: none"><li>Events beyond living memory that are significant nationally or globally.</li></ul>	<ul style="list-style-type: none"><li>Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life.</li><li>Events beyond living memory that are significant nationally or globally.</li><li>The lives of significant individuals in the past who have contributed to national and international achievements.</li></ul>	<ul style="list-style-type: none"><li>Events beyond living memory that are significant nationally or globally.</li><li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li></ul>
<b>Key Second Order Concepts</b>	Similarities and Differences  Significant Events	Continuity and Change Similarities and Differences  Significant People	Historical Interpretation Cause and Effect  Significant People



Key Substantive Concepts	Significant People Civilisation Legacy – Influence and Impact	Significant Events Civilisation Empire	Significant Events Civilisation
Key Vocabulary	London Century Pudding Lane London Bridge Fire Architecture Chronological Eyewitness Population	Hero Chronological order Explorer Discover Uncharted Navigation Botanist Naturalist Indigenous Territory Polar Equipment Expedition Astronaut Memorial	Hero Local Significant Past Chronological order Evidence Clues Source
Sequence	<ul style="list-style-type: none"><li>What life was like in the 17<sup>th</sup> century.</li><li>How the Great Fire of London started.</li><li>Why the fire spread.</li><li>How the city of London's architecture played a key role in the quick spread of the fire.</li><li>To create a timeline of the events of the Great Fire of London.</li><li>To explain the correct chronological order of events.</li><li>How / why we know so much about the Great Fire of London.</li><li>Understand that there are a range of differing eyewitness accounts about the fire.</li></ul>	<ul style="list-style-type: none"><li>What makes someone a hero.</li><li>Why Ibn Battuta was a great explorer.</li><li>The achievements of Captain James Cook.</li><li>The key events in Roald Amundsen's expedition to the South Pole.</li><li>Why Captain Robert Scott did not make it to the South Pole.</li><li>The achievements of Sunita Williams and the impact of her exploration.</li><li>What it means to be a great explorer, and give reasons for why we think this</li></ul>	<ul style="list-style-type: none"><li>What makes someone a hero and identify some local heroes from the past.</li><li>Common words and phrases relating to the passing of time.</li><li>To use different sources to find out about a person in the past.</li><li>To give reasons why someone could be considered the greatest local hero.</li><li>There will be differing viewpoints about who will be the greatest local hero.</li><li>To use a wide variety of historical vocabulary.</li></ul>
Historical Knowledge: Constructing the past	<b>KS1: Study knowledge of and can recall information and characteristic features of historical periods.</b> Can confidently and accurately retell the story of events, etc. associated with themes studied with family, local, national and global history.		



<b>Historical Knowledge:</b> Chronology; sequencing the past	<b>KS1: Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrase.</b> Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied. Begin to explain why they have placed the items in this sequence.		
<b>History Concepts:</b> Continuity and Change / Similarities and Differences	<b>KS1: Identify similarities and difference between ways of life in different periods/times.</b> Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. May begin to demonstrate an understanding of which are the most important differences and why.		
<b>History Concepts:</b> Cause and Effect	<b>KS1: Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.</b> Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. Will begin to understand that some of the causes and / or effects are of particular importance e.g. for the Great Fire of London taking place.		
<b>History Concepts:</b> Significance (significant people and events) / Historical Interpretation	<b>KS1: Understand some of the ways in which they can find out about the past and identify different ways it is represented.</b> Can give a broad range of valid reasons why someone or something is significant. Demonstrate a secure understanding of the term significance. Can give some valid reasons why one aspect of a person's life or events is of particular importance in making them / it significant. Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.		
<b>Historical Enquiry:</b> Planning and Carrying out a Historical Enquiry	<b>KS1: Ask and answer questions, choose and use parts of stories and other sources to show they know and understand key features of events, use a wide vocabulary of everyday historical terms.</b> Can pose a range of valid questions independently. Can find relevant information from more than one source to confidently answer these questions, e.g. to answer 'Why we should remember a local hero?'. Can use a range of appropriate vocabulary in both their questions and answers		
<b>Historical Enquiry:</b> Using Sources as Evidence	<b>KS1: Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</b> Can select key information independently from several different types of sources including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.		
<b>Year 3</b>	<b>Stone Age to Iron Age</b> How do artefacts help us to understand the lives of people in Iron Age Britain?	<b>The Ancient Greeks</b> What did the Greeks do for us?	<b>Local History</b> Tudor Plymouth and Sir Francis Drake



			Sir Francis Drake: A Plymouth pirate or a philanthropist?
<b>Key NC Objectives</b>	<ul style="list-style-type: none"><li>Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory).</li></ul>	<ul style="list-style-type: none"><li>Ancient Greece – a study of ancient Greek life and their achievements and influence on the modern western world.</li></ul>	<ul style="list-style-type: none"><li>A local history study.</li><li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li></ul>
<b>Key Second Order Concepts</b>	Similarities and Differences Continuity and Change Historical Interpretation	Continuity and Change Historical Interpretation	Historical Interpretation
<b>Key Substantive Concepts</b>	Civilisation Legacy – Influence and Impact	Civilisation Empire Legacy – Influence and Impact Invasion Significant Events	Empire Significant People Civilisation
<b>Key Vocabulary</b>	Prehistory Chronology Doggerland Nomads Paelolithic (Old Stone Age), Mesolithic (Middle Stone Age), Neolithic (New Stone Age). Anachronism Communities World Heritage Site Evidence Deduce Recap of Palaeolithic, Mesolithic, Neolithic Megaliths Tombs/crypts Summer/Winter Solstice Stones: Sarsen, Blue, Trilithon, Heel, Slaughter, Station, Mortice and tenon joints Iron Age Iron ore, minerals, impurities Tribe	Ancient Prehistory BC – Before Christ AD – Anno Domini Civilisation Invade/Invasion Trade Chronology Archaeological Citizen Primary Evidence Physical Evidence Slave Democracy Vote/Voting Sparta/Spartans Athens/Athenians Philosophy	Tudor Dynasty Battle Era Research Primary source Characteristics Symbolism Extract Portraits Reign Theory Armada Convey Legacy Reservoir Golden Age Welfare Drake's Leat Barbican Artefacts Evidence



	Hillfort Celts		
<b>Sequence</b>	<ul style="list-style-type: none"><li>• When was the Stone Age and who were the first Britons?</li><li>• To consider if Stone Age man was simply a hunter and gatherer, only concerned with survival.</li><li>• To understand how the village of Skara Brae can tell us about life in Neolithic times.</li><li>• and how it helps our understanding of the evolution of humans throughout the Stone Age</li><li>• To question how and why did the Neolithic people build monuments.</li><li>• To understand why it was called the Bronze Age and the importance of the Amesbury Archer.</li></ul>	<ul style="list-style-type: none"><li>• To learn who the Ancient Greeks were and understand when and where they came from?</li><li>• To learn about Ancient Greek life and compare life in ancient Athens and Sparta.</li><li>• To learn the features of the Battle of Marathon and understand its legacy.</li><li>• To investigate Ancient Greek Mythology and understand how religion played an important role in Ancient Greek life.</li><li>• To learn about the origins of the Olympics Games and understand its legacy.</li></ul>	<ul style="list-style-type: none"><li>• How did the Tudor dynasty begin?</li><li>• To know who the Tudor monarchs were and how they were related.</li><li>• To understand why Henry VIII had 6 wives.</li><li>• To learn about Queen Elizabeth I and question if we can trust historical evidence.</li><li>• To understand who Sir Francis Drake was and his importance in the Spanish Armada (and its relevance to Plymouth).</li><li>• To investigate Drake's career and pose questions from it.</li><li>• To research Plymouth in the Tudor era.</li></ul>
<b>Historical Knowledge:</b> Constructing the past	<b>LKS2: Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</b> Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history.		
<b>Historical Knowledge:</b> Chronology; sequencing the past	<b>KS2: Develop chronologically secure knowledge and understanding of British, local and world history.</b> Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievement of the people in the Neolithic period, and perhaps providing some reasons for their selection.		
<b>History Concepts:</b> Continuity and Change / Similarities and Differences	<b>KS2: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</b> Can sequence a number of the most significant events, objects, themes, societies, periods and people in topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods. Provide valid reasons why they have chosen this time period for most of the images.		
<b>History Concepts:</b> Cause and Effect	<b>KS2: Address and devise historically valid questions about cause.</b>		



	Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. Will demonstrate an understanding that some of the causes and / or effects are of particular importance, e.g. why the changes took place in the Neolithic period.		
<b>History Concepts:</b> Significance (significant people and events) / Historical Interpretation	<b>KS2: Address and devise historically valid questions about significance. Understand how and why different interpretations of the past have been constructed.</b> Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality. Can identify a number of ways in which two versions of the same account may differ. Can provide a reasons why the two accounts of the same event might differ. Can identify a number of ways in which the interpretations are the same and also different. Can provide a reason why the sources may differ, but this is undeveloped.		
<b>Historical Enquiry:</b> Planning and Carrying out a Historical Enquiry	<b>KS2: Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</b> Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'. Will use a range of relevant historical terms.		
<b>Historical Enquiry:</b> Using Sources as Evidence	<b>KS2: Understand how our knowledge of the past is constructed from a range of sources.</b> Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?'. Is aware that some sources may be more useful than others in answering certain historical questions.		
<b>Year 4</b>	<b>Roman Britain</b> What happened when the Romans came to Britain?	<b>Crime and Punishment</b> How has crime and punishment changed over time?	<b>Ancient Egypt</b> What happened to the boy behind the golden mask?
<b>Key NC Objectives</b>	<ul style="list-style-type: none"><li>The Roman Empire and its impact on Britain.</li></ul>	<ul style="list-style-type: none"><li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory).</li><li>Changes in an aspect of social history, such as medicine.</li></ul>	<ul style="list-style-type: none"><li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.</li></ul>
<b>Key Second Order Concepts</b>	Continuity and Change. Similarities and Differences Historical Interpretation	Continuity and Change Similarities and Differences Historical Interpretation	Continuity and Change Similarities and Differences Historical Interpretation





Key Substantive Concepts	Civilisation Empire Invasion Legacy – Influence and Impact Significant People	Civilisation Significant People Significant Events	Civilisation Significant People Legacy – Influence and Impact
Key Vocabulary	Invasion Chronological AD Invade Settle Conquer Empire Legacy Status Glory Barbaric Resistance Primary evidence Interpretations Conquer Tactics Centurion Rebellion Revolt Seize Protest Flogged Viewpoint Resentment Defeated Transport system Camber Impact Efficient Milestone Positive Negative Significant	Crime Punishment Rules Society Values Poaching Witchcraft Riot Pillory Transportation Flogging Attitudes Compare Primary source Inhabitant Police Force	Ancient Civilisation Fertile Irrigation Achievement Shaduf Hieroglyph a Archaeologists Scribes Society Excavation Inscription Artefact Canopic Jar Papyrus Mummification Tomb Burial Site Harp Archaeobotanical Agriculture Hierarchy Mace Comb Palette Rosetta Stone Hieroglyphics Cartouche Sarcophagus Decipher Flax Linen Afterlife



			Duat
<b>Sequence</b>	<ul style="list-style-type: none"><li>To know the reasons why the Romans wanted to invade and settle in Britain.</li><li>To learn why the Romans were able to defeat the Celts.</li><li>To know how historical accounts may vary depending on the author's interpretation of them.</li><li>To learn about the impact of Roman roads on the people living in Britain.</li><li>To learn about a range of Roman developments and their significance today.</li><li>To develop a deeper understanding of Roman arts, crafts and daily life through a 'Roman Day' experience.</li><li>To independently answer the question 'What happened when the Romans came to Britain?'</li></ul>	<ul style="list-style-type: none"><li>How laws and punishments have changed over time.</li><li>explain how and why views on major crime have changed.</li><li>To investigate when and why the police force was introduced, along with the various types of law enforcer.</li><li>To identify crimes and their punishments in the past and compare views on their suitability.</li><li>How the suffragettes were treated and whether attitudes towards them are still the same.</li><li>Understanding of what life would have been like for an inhabitant of Bodmin Jail.</li></ul>	<ul style="list-style-type: none"><li>Why people were able to prosper in the desert land of Ancient Egypt.</li><li>To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.</li><li>To understand how different groups of people contributed to Ancient Egyptian achievements.</li><li>How similar / different people's way of life in Ancient Egypt was compared to our own.</li><li>What Egyptian tombs, pyramids and burial sites were like and why.</li><li>To recall, select and organise historical information.</li></ul>
<b>Historical Knowledge:</b> Constructing the past	<b>LKS2: Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.</b> Can identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people. Will begin to make some references to other societies, but their reasoning may be undeveloped.		
<b>Historical Knowledge:</b> Chronology; sequencing the past	<b>KS2: Develop chronologically secure knowledge and understanding of British, local and world history.</b> Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age. Provide detailed valid reasons why they have sequenced the events/objects in this way.		
<b>History Concepts:</b> Continuity and Change / Similarities and Differences	<b>KS2: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</b> Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age. Provide detailed valid reasons why they have sequenced the events/objects in this way.		
<b>History Concepts:</b> Cause and Effect	<b>KS2: Address and devise historically valid questions about cause.</b>		



	Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes.		
<b>History Concepts:</b> Significance (significant people and events) / Historical Interpretation	<b>KS2: Address and devise historically valid questions about significance. Understand how and why different interpretations of the past have been constructed.</b> Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will begin to understand that some things will have long or short-term significance, e.g. the developments introduced by the Romans and their relevance today. Can identify a range of ways in which two or more accounts at the same event differ. Can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca.		
<b>Historical Enquiry:</b> Planning and Carrying out a Historical Enquiry	<b>KS2: Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</b> Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'. Can answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. Use a broad range of relevant historical terms. Will work independently and with confidence		
<b>Historical Enquiry:</b> Using Sources as Evidence	<b>KS2: Understand how our knowledge of the past is constructed from a range of sources.</b> Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. Can use the sources to compile a detailed description of what Dick Turpin was like. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.		
<b>Year 5</b>	<b>Anglo Saxons</b> Was the Anglo-Saxon period really a dark age?	<b>The Vikings</b> Why did the Vikings invade Britain?	<b>Journeys</b> What makes people go on a journey?
<b>Key NC Objectives</b>	Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) This could include: <ul style="list-style-type: none"><li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li><li>Scots invasions from Ireland to north Britain (now Scotland).</li></ul>	Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) This could include: <ul style="list-style-type: none"><li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li><li>Scots invasions from Ireland to north Britain (now Scotland).</li></ul>	<ul style="list-style-type: none"><li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li></ul>
<b>Key Second Order Concepts</b>	Cause and Effect Historical Interpretation	Cause and Effect Historical Interpretation	Continuity and Change Similarities and Differences



Key Substantive Concepts	Civilisation Empire Invasion	Civilisation Empire Invasion	Civilisation Significant People Significant Events
Key Vocabulary	archaeology artefact invade invasion settle settlement burial mound excavation Sutton Hoo! Dark Age primary sources secondary sources research Beowulf Pagans manuscript	invade Odin settle Loki chronological Iduna raid Freya keel saga clinker-built Jottenham hull Seabourne Danelaw monks monastery Lindisfarne longships prow stern	journey migration emigration immigration migrant refugee invader settler explorer passenger class system
Sequence	<ul style="list-style-type: none"><li>To learn how artefacts inform us about the past.</li><li>To learn about evidence of Anglo-Saxon settlements in our locality.</li><li>To develop an understanding about the Anglo-Saxons from the Sutton Hoo! ship burial.</li><li>To learn about Anglo-Saxon life using different sources.</li><li>To understand what Anglo-Saxon stories tell us about their life.</li></ul>	<ul style="list-style-type: none"><li>To learn why so many Vikings left their home.</li><li>To learn why so many Vikings settled in Britain.</li><li>To learn what happened when the Vikings raided Britain in 793 AD.</li><li>To learn how the Vikings travelled and what they travelled in.</li><li>To predict and think about what evidence there is of Viking settlements in England.</li></ul>	<ul style="list-style-type: none"><li>That there are different reasons people go on journeys.</li><li>Journeys in history have made different impacts on people.</li><li>Walter Raleigh was a Tudor seafarer who discovered new lands.</li><li>The Titanic voyage carried many passengers to America.</li><li>To discuss settlers through history who have journeyed to the UK.</li><li>To understand why refugees, make journeys today.</li></ul>



		<ul style="list-style-type: none"><li>• To learn how the Vikings travelled and what they travelled in.</li><li>• To experience a Viking Day with Viking based activities.</li><li>• To learn to interpret some of the sagas that the Vikings told.</li></ul>	<ul style="list-style-type: none"><li>• To understand why refugees, make journeys today.</li></ul>
<b>Historical Knowledge:</b> Constructing the past	<b>UKS2: Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</b> Can understand some features associated with themes, societies, people and events. Will be able to make some reference to and identify links with other societies studied.		
<b>Historical Knowledge:</b> Chronology; sequencing the past	<b>KS2: Develop chronologically secure knowledge and understanding of British, local and world history.</b> Know appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo Saxon period on an annotated timeline. Will be able to make some links between this sequence to the events and people within other time periods studied.		
<b>History Concepts:</b> Continuity and Change / Similarities and Differences	<b>KS2: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</b> Can independently and confidently provide a comprehensive list of the changes within the period studied. Can independently provide valid reasons why some changes and developments were of particular importance within the particular topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance. Will identify a range of links between the various changes. Can provide insightful ideas about whether some things do not change very much within a period and why this occurred.		
<b>History Concepts:</b> Cause and Effect	<b>KS2: Address and devise historically valid questions about cause.</b> Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. Can place the causes and / or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo Saxons chose to settle in Britain.		
<b>History Concepts:</b> Significance (significant people and events) / Historical Interpretation	<b>KS2: Address and devise historically valid questions about significance. Understand how and why different interpretations of the past have been constructed.</b> Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons. Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity. Can confidently identify the ways in which interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about the Windrush journey. Can explain why there may be different interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations.		



<b>Historical Enquiry:</b> Planning and Carrying out a Historical Enquiry	<b>KS2: Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</b> Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g. related to 'Was the Anglo Saxon period really a Dark Age?'. Can answer the questions in detail using a broad range of relevant and varied sources to support points made. Work is clearly structured with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion. Will use a broad range of relevant historical terms throughout. Will follow a clear structure appropriate for presenting an argument. Will work independently and with confidence. Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.		
<b>Historical Enquiry:</b> Using Sources as Evidence	<b>KS2: Understand how our knowledge of the past is constructed from a range of sources.</b> From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo Saxons?'. Can explain why they have made that selection, possibly with some references to utility and reliability.		
<b>Year 6</b>	<b>The Victorians</b> What was life like for a child in Victorian Britain?	<b>Rebuilding Britain</b> Why was winning the Battle of Britain in 1940 so important?	<b>Mayan Civilisation</b> Why did the Ancient Maya change their way of life?
<b>Key NC Objectives</b>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>A significant turning point in British history: The Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>A significant turning point in British history, for example, the Battle of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>
<b>Key Second Order Concepts</b>	Continuity and Change Historical Interpretation	Cause and Effect Historical Interpretation	Cause and Effect Historical Interpretation
<b>Key Substantive Concepts</b>	Civilisation Significant People	Civilisation Significant People Significant Events Invasion	Civilisation Empire Legacy – Influence and Impact
<b>Key Vocabulary</b>	British Empire era / period Industrial Revolution reign child labour pauper workhouse	Second World War Invasion Nazi German Occupied Territories Speech Winston Churchill	Maya Mexico Central America Region Chichen Itza Plantation Hieroglyphics



	yard cholera tuberculosis privileged employers governess territory manufacturing poverty compulsory laws domestic servant farm hands orphan	prime minister Parliament Adolf Hitler Führer Reich Chancellor Evacuation Dunkirk Battle of France Battle of Britain Channel Islands Mainland Government Withdraw Preparations Non-aggression pact Retreat Coast Landing craft Royal Navy Kriegsmarine Luftwaffe Royal Air Force Fighter aircraft Bomber aircraft Dive bomber (Stuka) Artillery Reichsmarschall Anti-aircraft artillery Search light Royal Observer Corps Radar Fighter Command Plotter Bomber Command Robert Watson-Watt Convoy Dog fight Escort	Cultivated Temple Pyramid Constellation Summer solstice Observatory Pok-a-tok Malnourished Toltec Abandoned Overpopulated Uninhabitable Traditions Irrigation Terracing Architects Agriculture Expansion Yields Sacrifice Ceremony Anthropologists Innovations Codex [Codices] Conquistadors
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<b>Sequence</b>	<ul style="list-style-type: none"><li>• To learn about the Victorian era and place it in British history.</li><li>• To learn about the different jobs a poor child in Victorian Britain had to do.</li><li>• To learn about the quality of life, especially for children, in the workhouse, using sources.</li><li>• To learn about school life in Victorian times and compare with schooling today.</li><li>• To learn about the life of poor and rich children living in Victorian Britain.</li><li>• To learn about the changes that took place for poor children in the 19<sup>th</sup> century.</li><li>• To learn about the work of Dr Barnardo and Lord Shaftesbury</li></ul>	<ul style="list-style-type: none"><li>• Why Adolf Hitler came to power in Nazi Germany.</li><li>• Why Britain entered into war with Nazi Germany in 1939.</li><li>• Which countries were allies of Britain in the War.</li><li>• Why Nazi Germany invaded and occupied most of Western Europe by 1940.</li><li>• Why Britain faced the threat of invasion by Nazi Germany in 1940.</li><li>• Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion.</li><li>• The main events of the Battle of Britain.</li><li>• How and why Britain defeated Nazi Germany in the Battle of Britain.</li><li>• The significance of this victory in terms of the final outcome of the Second World War.</li></ul>	<ul style="list-style-type: none"><li>• The location of the countries and cities of the modern-day region of Central America.</li><li>• The way of life of modern Maya people of Central America.</li><li>• The natural features of the environment and climate of Central America.</li><li>• Who the ancient Maya were and some of their achievements.</li><li>• The features and purpose of the structures of the ruined Maya city of Chichen Itza.</li><li>• The purpose of a range of ancient Maya artefacts from the city.</li><li>• The social and religious importance of the ball game pok-a-tok.</li><li>• How the ancient Maya farmed using mountain terraces.</li><li>• The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100.</li><li>• How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time.</li></ul>
<b>Historical Knowledge:</b> Constructing the past	<b>UKS2: Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</b> Can provide overviews of the most significant features of different themes, individuals, societies and events covered. Will begin to make links and group them into themes, e.g. social, cultural. Will be able to make links with themes in other societies studied		
<b>Historical Knowledge:</b> Chronology; sequencing the past	<b>KS2: Develop chronologically secure knowledge and understanding of British, local and world history.</b> Will sequence, with independence, many of the significant events, societies and people within and across the topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. Can accurately identify links between this sequence and the events of other periods studied.		
<b>History Concepts:</b>	<b>KS2: Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</b>		





Continuity and Change / Similarities and Differences	Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars. Will confidently identify a range of links between the various changes, e.g. the change of women's roles during the war with changes in women's rights. Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality
<b>History Concepts:</b> Cause and Effect	<b>KS2: Address and devise historically valid questions about cause.</b> Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. Will order these causes and / or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.
<b>History Concepts:</b> Significance (significant people and events) / Historical Interpretation	<b>KS2: Address and devise historically valid questions about significance. Understand how and why different interpretations of the past have been constructed.</b> Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Maya. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance. Can confidently and independently identify the different interpretations in a range of topics and give a range of valid reasons for them.
<b>Historical Enquiry:</b> Planning and Carrying out a Historical Enquiry	<b>KS2: Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</b> Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. Will confidently use a broad range of challenging, relevant historical terms throughout. Will critically evaluate their enquiry and consider ways in which it could be improved or developed.
<b>Historical Enquiry:</b> Using Sources as Evidence	<b>KS2: Understand how our knowledge of the past is constructed from a range of sources.</b> Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.



### **Key Substantive and Second-Order Concepts**

The Key Substantive Concepts that run through our History curriculum allow children to develop a deeper understanding of these historical concepts as they revisit them in a range of knowledge-rich units of work as they progress through KS1 and 2. Substantive concepts are part of the substance or content knowledge in a subject; in our History curriculum, these are:

<b>Key Substantive Concepts</b>					
<b>Significant Events</b>	<b>Significant People</b>	<b>Civilisation</b>	<b>Empire</b>	<b>Legacy – Influence and Impact</b>	<b>Invasion</b>
The key happenings surrounding the events and the accomplishments that have been made as a result.	Who has played an important role within the event or events and changes that have taken place.	The way of life in particular areas or at a particular period in time.	An extensive group of states or countries ruled over by one single ruler or state.	The effect that someone or something has on someone or something else and may still be effective today.	An act or instance of invading by an enemy or hostile army.

The key Second Order Concepts in our History curriculum help to shape the key questions asked in the subject and to organise the subject knowledge. The concept of chronology is seen as a 'golden thread' running through all aspects of our History curriculum.

<b>Key Second Order Concepts</b>			
<b>Chronology (Sequencing the Past)</b>			
<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Similarities and Differences</b>	<b>Historical Interpretation</b>