



ASB History Progression

Aims	<ul style="list-style-type: none"> • know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: <ul style="list-style-type: none"> ○ how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world <ul style="list-style-type: none"> ○ the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
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Early Years Foundation Stage	
Development Matters	EYFS Statutory Framework
Nursery 3-4 years	Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.
Awareness and understanding of own life story and history. Show interest in different occupations. Talk about what we see, using a wide vocabulary.	
Reception 4-5	
Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	
Early Learning Goal	
Past and present Children at the expected level of development will: <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and story telling. 	

KS1 HISTORY NATIONAL CURRICULUM LINKS	
a	Changes within living memory
b	Events beyond living memory that are significant nationally or locally
c	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
d	Significant historical events, people and places in their own locality
History skills: all units	<ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases linked to the passing of time; wide range of vocabulary of everyday historical terms • Know where the people and events fit chronologically • Similarities and differences between ways of life in different periods • Ask and answer questions, choosing and using parts of stories / sources to show they know and understand key features of events • Understand some of the ways in which we find out about the past and identify different ways in which it is represented

KS2 HISTORY NATIONAL CURRICULUM LINKS	
a	Changes in Britain from the Stone Age to Iron Age
b	The Roman Empire and its impact on Britain
c	Britain's settlement by Anglo-Saxons and Scots
d	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
e	A Local History Study
f	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066
g	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty
h	Ancient Greece – a study of Greek life and achievement and their influence on the western world
i	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation; Mayan civilisation; Benin
History skills: all units	<ul style="list-style-type: none"> • 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. • note connections, contrasts and trends over time and develop the appropriate use of historical terms. • regularly address and sometimes 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. • understand how our knowledge of the past is constructed from a range of sources.-

	Autumn	Spring	Summer
EYFS Nursery	<u>Homes & Buildings</u> Where do we live? What does our home look like? Who makes houses? Who lives in our home with us?	<u>Transport</u> Show interest in different occupations. How can we travel to different places? How did people in the past travel? We love bikes & scooters – how have bikes changed over the years. John Kemp Starley – designed a safe bicycle.	<u>Holidays</u> Awareness and understanding of own life story and history. What is a holiday? Staying away from home. Where have I been on holiday? Beachwear then and now.
Substantive concepts:	Homes and buildings, family, construction, inside homes. City and country.	Safety. Travel. Vehicles. Bikes.	Clothing. Travel. Accommodation. Weather. Sun safety. City, country and seaside.
Key Vocabulary	Flats, bungalow, family, neighbour, builder, kitchen, bathroom.	Bicycle, travel, penny farthing, stabilisers, brakes, tyres, tricycle.	Holiday, passport. Sun cream. Caravan, tent. Seaside, city, London,
Substantive Knowledge:	<ul style="list-style-type: none"> - People need shelter to keep them safe and healthy. - Some people live in houses, others live in flats, bungalows, caravans or castles. - Buildings are built by builders using tools and different materials. - We use different rooms in our home for doing different things. 	<ul style="list-style-type: none"> - We need transport to travel a long way. - There are different ways that we can travel. - Some people's job is to take them to different place. (pilot, train/bus/taxi driver) - Bicycles have not always looked the same as now. - Bicycles have become safer, faster and more comfortable. John Kemp Starley – designed a safe bicycle. 	<ul style="list-style-type: none"> - People go on holidays to have fun and relax. - Holidays can be in our country or somewhere else in the world. - You might stay in a house, hotel, caravan or tent on holiday. - People wear swimsuits on the beach and in the pool. Swimsuits have changed. - You need a passport to go to some other countries.
Disciplinary concepts:	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Talk about why the event or person was important and what changed/happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p>
Historical Enquiry	Historical Interpretations Observe and use pictures, photographs and artefacts to develop an understanding of the world around us.	Historical Interpretations Observe and use pictures, photographs and artefacts to develop an understanding of the world around us.	Historical Interpretations Observe and use pictures, photographs and artefacts to develop an understanding of the world around us.

	<p>Historical Investigations</p> <p>Sort some objects and pictures into then and now, old and new.</p> <p>Chronological Understanding</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>Talk, write and draw about things from the past. Use appropriate vocabulary when talking about own experiences.</p>	<p>Historical Investigations</p> <p>Sort some objects and pictures into then and now, old and new.</p> <p>Chronological Understanding</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>Talk, write and draw about things from the past. Use appropriate vocabulary when talking about own experiences.</p>	<p>Historical Investigations</p> <p>Sort some objects and pictures into then and now, old and new.</p> <p>Chronological Understanding</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <p>Talk, write and draw about things from the past. Use appropriate vocabulary when talking about own experiences.</p>
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	Autumn	Spring	Summer
<p>EYFS Reception</p>	<p>Happy Healthy me Who lives in our homes? Which people are special to us? Which people can help us in our community? Nurses, doctors, police, firefighters, school staff, etc How have I changed from a baby to now?</p> <p>Christmas Comment on images of familiar situations in the past. Why did Mary and Joseph travel on a donkey? How do we travel to new places today? Where are babies born now? Look at and describe clothing from the images of the Nativity and those worn today?</p>	<p>Fantasy and Adventure (space & dinosaurs) How can people travel into space? Have you heard the names of any Astronauts?</p> <p>Do we see dinosaurs walking around Bedworth? Look at images of dinosaurs and discuss if they can see people or houses. Why not? Explain that films with dinosaurs are made up (like stories) and not real life. How do we know about dinosaurs? Discuss fossils.</p>	<p>Growing & minibeasts How has a seed/plant changed over time?</p> <p>Sea Adventures. Do all boats look the same? How does a boat move over the sea? What power did it use in the past and what is used now?</p>
<p>Substantive concepts:</p>	<p>society, travel</p>	<p>Travel, Exploration, technology</p>	<p>Travel, Exploration, technology</p>
<p>Key Vocabulary</p>	<p>Baby, child, teenager, adult, parent, grandparent. Police, firefighter, doctor, teacher Journey, past, present, same, different, a long time ago</p>	<p>Space, astronaut, space suit, rocket, space station, planet past, present, same, different, a long time ago extinct, fossil, museum</p>	<p>Boat, ship, sail, engine, exlopre</p>

Substantive Knowledge:	<ul style="list-style-type: none"> • There are lots of different family structures • Some people have significant jobs within their community, such as the police, the fire service, doctors and teachers. • When we were babies we crawled (now we walk and run), we drank milk (now we eat food), etc • All adults were babies once. • Recognise that events happened before pupils were born <p>Explore the Christian Nativity story;</p> <ul style="list-style-type: none"> • Compare Mary and Joseph's journey on a donkey with a long journey today in a car. • Compare Jesus's birth in a stable with a baby born today in a hospital. 	<ul style="list-style-type: none"> • People have travelled into space in rockets • Neil Armstrong and Buzz Aldrin walked on the moon • Tim Peake went to live on a space station <ul style="list-style-type: none"> • Dinosaurs were alive a long time ago • They are extinct now • People were not living with dinosaurs • We know about dinosaurs because we found fossils 	<ul style="list-style-type: none"> • People travelled on boats to explore the seas and find new places. • Ships and boats in the past used sails so the wind could push them along. • Now boats and ships can have engines so they can move even if there is no wind.
Disciplinary concepts:	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present. - Identify some similarities and differences between ways of life in different periods. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between the past and the present. <p>Historical Significance</p> <ul style="list-style-type: none"> - Start to understand that someone might be significant because of something they have done 	<p>Continuity and Change</p> <p>Begin to identify old and new things across periods of time through pictures, photographs and objects</p> <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Recognise some similarities and differences between the past and the present.
Historical Enquiry	<p>Chronological Understanding</p> <p>describe memories and changes that have happened in their own lives;</p> <p>use words and phrases (such as old, new, past, present,) to show the passing of time.</p> <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; 	<p>Historical Interpretations</p> <p>observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> - use words and phrases (such as old, new, past, present,) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; <p>describe significant individuals from the past.</p>	<p>Historical Interpretations</p> <p>observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> - use words and phrases (such as old, new, past, present,) to show the passing of time.

	Autumn	Spring	Summer
Year 1	<p>Guy Fawkes and the Gunpowder Plot (<i>Twinkl Unit</i>)</p> <ul style="list-style-type: none"> - What is Bonfire Night - Life in Britain at end of Tudor period - King James 1 of England and Puritans - Guy Fawkes - Gunpowder plot - Why are fireworks lit on 5th Nov <p>Knowledge organiser</p>	<p>Nurturing Nurses (Florence Nightingale, Mary Seacole, Edith Cavell) (<i>Twinkl Unit</i>)</p> <ul style="list-style-type: none"> - What makes a significant person - Florence Nightingale: how she improved nursing - Mary Seacole: how she improved nursing - Edith Cavell: How she improved nursing - Compare the lives of the 3 significant nurses <p>Knowledge organiser</p>	<p>Travel and Transport</p> <ul style="list-style-type: none"> - How has transport changed? - Early travel – Viking longboats - A history of cars (link to Coventry) - George Stephenson and trains - A history of flight - Comparing the past, present and future <p><i>Trip to Coventry Transport Museum</i></p> <p>Knowledge organiser</p>
Substantive concepts:	City, the church, commemoration , government (parliament), religion, ruler (king) .	Commemoration , discrimination (including racism and sexism), travel, war .	Exploration , technology , trade , transport, travel.
Key Vocabulary	Catholic, gunpowder, Guy Fawkes, King James I, London, plot, Protestant.	Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier.	Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel.
Substantive Knowledge:	<ul style="list-style-type: none"> - The plot happened in 1605. - The plotters were Catholic and felt they were being treated unfairly by the King, who was Protestant. - King James I was the King of England. - The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament on 5th November 1605. - The plot failed. - On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot. 	<ul style="list-style-type: none"> - Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856). - The Nightingale Training School for Nurses was opened in 1860. - Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. - Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German army. 	<ul style="list-style-type: none"> - The Vikings travelled in longships. They travelled to explore and trade. - The Model T was a car invented by Henry Ford in 1908 and made in a factory. This was the first time cars had been made in factories. - The first trains were steam engines. - The first passenger train journey was in 1830. - The Wright Brothers created the first aeroplane, which flew in 1903.
Disciplinary concepts:	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause makes something happen and that historical events have causes. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to understand that some things change and some things stay nearly the same. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a consequence is something that happens as a direct result of something else. <p>Similarities and Differences</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p>

	<ul style="list-style-type: none"> - Understand that a consequence is something that happens as a direct result of something else. Similarities and Differences - Recognise some similarities and differences between the past and the present. Historical Significance - Talk about why the event or person was important and what changed/happened. - 	<ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. Historical Significance - Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened. - 	<ul style="list-style-type: none"> - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present. Historical Significance - Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened.
Historical Enquiry	<ul style="list-style-type: none"> Historical Interpretations - observe and use pictures, photographs and artefacts to find out about the past. Historical Investigations - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - sort some objects/artefacts into new and old and then and now. Chronological Understanding - sequence artefacts and events that are close together in time; - sequence pictures from different periods; - describe memories and changes that have happened in their own lives; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past - know and recount episodes from stories and significant events in history; 	<ul style="list-style-type: none"> Historical Interpretations - observe and use pictures, photographs and artefacts to find out about the past; Historical Investigations - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Chronological Understanding - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. Presenting, Communicating and Organising - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past. 	<ul style="list-style-type: none"> Historical Interpretations - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. Historical Investigations - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - sort some objects/artefacts into new and old and then and now. Chronological Understanding - sequence artefacts and events that are close together in time; - sequence pictures from different periods; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. Knowledge and Understanding of Events and People in the Past - describe significant individuals from the past. Presenting, Communicating and Organising - talk, write and draw about things from the past;

	<ul style="list-style-type: none"> - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. Presenting, Organising and Communicating - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past. 		<ul style="list-style-type: none"> - use historical vocabulary to retell simple stories about the past.
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	Autumn	Spring	Summer
Year 2	War and Remembrance <ul style="list-style-type: none"> - <i>The life of Walter Tull</i> - <i>Remembering Walter</i> - <i>Life on the Front Line</i> - <i>Animals in the War</i> - <i>Women on the home front</i> - <i>Remembrance Day (link to Bedworth Armistice celebrations, importance of Bedworth in national celebrations to the present day)</i> Knowledge organiser	Toys <ul style="list-style-type: none"> - <i>Toys today</i> - <i>Toys from the past (using sources)</i> - <i>Comparing similar toys from different times (e.g. Crayola crayons, teddy bears)</i> - <i>Victorian toys compared with modern toys</i> - <i>How have toys changed over time</i> - <i>Use words related to the passing of time</i> Knowledge organiser	Significant Explorers <ul style="list-style-type: none"> - <i>What makes someone significant?</i> - <i>Ibn Battuta</i> - <i>Matthew Henson</i> - <i>Felicity Aston</i> - <i>Neil Armstrong</i> - <i>How could they be remembered</i> Knowledge organiser <i>Trip to Space Museum, Leicester</i>
Substantive concepts:	Army, commemoration , nation/country, peace, society , war (battle, conflict), discrimination (including sexism)	Toys, technology , society , rich and poor	Commemoration , discrimination (including racism and sexism), exploration , technology , travel.
Key Vocabulary	Army, courage, front line, home front, poppy, remembrance, trenches.	Victorian, 20th Century, 21st Century, wooden toys, paper toys, metal toys, plastic toys, technology, electronic, console	Achievement, astronaut, equipment, expedition, explorer, polar, significant.
Substantive Knowledge:	<ul style="list-style-type: none"> - The First World War took place between 1914 and 1918. - People who fought in wars, like Walter Tull, are remembered for their bravery. - People are remembered in different ways, such as on monuments or plaques and by symbols such as poppies. 	<ul style="list-style-type: none"> - Toys have existed for thousands of years - Toys were made out of materials that were available at the time - Victorian toys: mainly made out of wood, paper and metal - Rich Victorian children played with toys such as 	<ul style="list-style-type: none"> - Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years. - Matthew Henson was one of the first explorers to reach the North Pole. - Felicity Aston is the first woman to ski across

	<ul style="list-style-type: none"> - Soldiers in the First World War often fought in trenches. - Many women took on men's jobs during the First World War. - Remembrance Day, on 11th November each year, is a time when people remember those who fought in wars. 	<ul style="list-style-type: none"> clockwork trains, rocking horses, tea sets and dolls - Poorer children played with homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust - Modern toys are mainly made out of plastic - Many modern toys use electricity to work - Computers and consoles were invented in the 20th Century 	<ul style="list-style-type: none"> Antarctica on her own. - In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon. - Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques.
Disciplinary concepts:	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a consequence is something that happens as a result of something else. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to understand that some things change and some things stay nearly the same. - Begin to identify old and new things across periods of time through pictures, photographs and objects. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present. - Identify some similarities and differences between ways of life in different periods. <p>Historical Significance</p> <ul style="list-style-type: none"> - Talk about what has changed/stayed the same and why this is important 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Begin to identify old and new things across periods of time through pictures, photographs and objects. - Begin to understand that some things change and some things stay nearly the same. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female. - Identify that some things within living memory are similar and some things are different. - Recognise some similarities and differences between the past and the present. - Identify some similarities and differences between ways of life in different periods. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain reasons why someone might be significant. - Talk about why the event or person was important and what changed/happened.
Historical Enquiry	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - start to compare two versions of past events; - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past;

	<ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - use evidence to explain the key features of events; - sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence pictures from different periods; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past. 	<p>Historical Investigations</p> <ul style="list-style-type: none"> - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence artefacts and events that are close together in time; - sequence pictures from different periods; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past; 	<ul style="list-style-type: none"> - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - use evidence to explain the key features of events; - sort some objects/artefacts into new and old and then and now. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence artefacts and events that are close together in time; - use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - talk, write and draw about things from the past; - use historical vocabulary to retell simple stories about the past.
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	Autumn	Spring	Summer
Year 3	<p>Stone age to Iron Age</p> <ul style="list-style-type: none"> - <i>How did people survive during the Stone Age</i> - <i>What changed for people Living in the Stone Age</i> - <i>How do we know about Life in the Stone Age</i> - <i>How did life change in the Bronze Age</i> - <i>What do we know about Britain's Prehistoric tombs and monuments</i> 	<p>Romans</p> <ul style="list-style-type: none"> - <i>Who were the Romans and how did they build their Empire</i> - <i>Why did the Romans invade Britain</i> - <i>Why did the Romans build new roads and towns</i> - <i>Who was Boudicca and why did she lead a rebellion</i> 	<p>Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> - <i>Why, where and when the Scots and Anglo-Saxons invaded Britain</i> - <i>How the Anglo-Saxons have influenced Britain (place names)</i> - <i>Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about their culture</i> - <i>Anglo-Saxon Gods</i> - <i>Conversion to Christianity</i>

	<ul style="list-style-type: none"> - Who were the Celts and how did they make iron in the Iron age - Why did they build hillforts in Iron Age Britain <p>Knowledge organiser</p>	<ul style="list-style-type: none"> - Why was Hadrian's wall important and who lived there <p>Knowledge organiser</p> <p>Trip to Lunt Fort</p>	<p>Knowledge organiser</p>
Substantive concepts:	Building, economy (money), farming, migration, settlement, technology , tribe.	Building, city, civilisation , conquest, culture , economy (tax), empire , enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor) , settlement, trade , transport, tribe, war (invasion).	Building, the church, conquest, culture , enslavement, farming, kingdom, migration, religion, ruler (king) , settlement, trade , tribe, war (invasion, conflict).
Key Vocabulary	Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.	Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots.
Substantive Knowledge:	<ul style="list-style-type: none"> - In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. - The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. - People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. - In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. - Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. - During the Iron Age, people began to make tools and weapons from iron. - Hillforts developed during the Iron Age. 	<ul style="list-style-type: none"> - The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. - In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. - The Romans' legacy can be seen in 	<ul style="list-style-type: none"> - The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms. - Anglo-Saxon influence can be seen in place names in Britain today. - Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. - The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. - At the end of this period, Christianity became the main religion in Britain. - Many places of worship were built, including Canterbury Cathedral.

	Communities lived on hills for protection.	many places around Britain today. -	
Disciplinary concepts:	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Start to explain the impact of some changes that have happened throughout different periods of time. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. - Start to understand that there are times in history when change happens suddenly. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. - Explain a series of directly related events that happened in the lead up to a historical event. - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. <p>-</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. - Explain a series of directly related events that happened in the lead up to a historical event. - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened.
Historical Enquiry	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - look at two versions of the same event or story in history and identify differences; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - look at two versions of the same event or story in history and identify differences; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - begin to understand some of the ways in which historians and others investigate the past. <p>Historical Investigations</p>

	<ul style="list-style-type: none"> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past. Historical Investigations - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research. Chronological Understanding - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; 	<ul style="list-style-type: none"> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past. Historical Investigations - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; Chronological Understanding - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research. Knowledge and Understanding of Events and People in the Past - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied. Presenting, Communicating and Organising - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - start to present ideas based on their own research about a studied period.
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	<p>- describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Presenting, Communicating and Organising</p> <p>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p> <p>- start to present ideas based on their own research about a studied period.</p>	<p>Presenting, Communicating and Organising</p> <p>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</p>	
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	Autumn	Spring	Summer
Year 4	<p>Vikings and Anglo-Saxons</p> <ul style="list-style-type: none"> - <i>Viking raiders and invaders</i> - <i>Anglo-Saxon Kings during the Viking period</i> - <i>King Ethelred II and Danegeld</i> - <i>Viking life</i> - <i>Laws and justice in Anglo-Saxon and Viking Britain</i> - <i>The last Anglo-Saxon kings and how they shaped Britain</i> <p>Knowledge organiser</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> - <i>Who were the Ancient Egyptians (investigate artefacts)</i> - <i>What was life like in Ancient Egypt</i> - <i>Ritual of mummification</i> - <i>Tutankhamun</i> - <i>Compare and contrast Egyptian writing</i> - <i>Egyptian Gods</i> <p>Knowledge organiser</p> <p>Workshop: https://www.historyoffthepage.co.uk/workshops/ancient-egypt/</p>	<p>The British Empire</p>
Substantive concepts:	<p>Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict).</p>	<p>City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p>	<p>Colonisation, decolonisation, empire, enslavement, exploration, nation, power, trade.</p>

<p>Key Vocabulary</p>	<p>Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid.</p>	<p>Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.</p>	<p>British Empire, colonisation, colony, the Commonwealth, Empire, exploration, indigenous, trade.</p>
<p>Substantive Knowledge:</p>	<ul style="list-style-type: none"> - The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. - Anglo-Saxon kings made continuous attempts to regain land from the Vikings. - Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. - In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England. 	<ul style="list-style-type: none"> - Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. - Life revolved around the Nile, which supported farming, craft and was used for trade. - The ancient Egyptians built the pyramids. - When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. - The ancient Egyptians wrote in hieroglyphics on papyrus. - The ancient Egyptians worshipped gods who were responsible for different aspects of life. 	<ul style="list-style-type: none"> - The British Empire came about because Britain's influence in the world was growing through trade and some Britons were setting up colonies in different parts of the world. Other European powers were also building empires. - In the Americas, enslaved people worked in difficult conditions to grow crops that were exported to other parts of the world. - In Australia, the British set up penal colonies, which they sent criminals to as punishment. Indigenous people called aborigines were treated unfairly. - In India, there were many goods that could be traded across the world. Britain created The British Raj to govern the country and people were often treated unfairly. - In Africa, there were many European powers that wanted access to precious metals found there. These powers divided the continent between them. This is known as the 'Scramble for Africa'. The indigenous people were not considered in these negotiations. - The British Empire started to decline as colonies gained independence. The Commonwealth of Nations was set up and continues to this day.
<p>Disciplinary concepts:</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify why some changes between different periods of time have had more significant consequences than others. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 	<p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Start to explain the impact of some changes that have happened throughout different periods of time. - Identify that there are reasons for continuities and changes across periods of time and explain some of these.

	<p>‘turning points’ in history.</p> <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Understand that what we consider to be significant can change throughout different periods. - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. 	<ul style="list-style-type: none"> - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. - Identify historically significant people and events from a period of history and give some detail about what they did/happened. - 	<ul style="list-style-type: none"> - Start to understand that there are times in history when change happens suddenly. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Start to understand that there are short and long term causes of events. - Begin to understand that historical events create changes that have consequences. - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. <p>Historical Significance</p> <ul style="list-style-type: none"> - Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past. - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.
<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; 	

<ul style="list-style-type: none"> - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; 	<ul style="list-style-type: none"> - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; <p>Chronological Understanding</p> <ul style="list-style-type: none"> - sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - explain how people and events in the past have influenced life today; - describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - start to present ideas based on their own research about a studied period. 	
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	- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.		
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	Autumn	Spring	Summer
Year 5	Bedworth: A local study <ul style="list-style-type: none"> - Mining - Weaving - Nicholas Chamberlaine / Founders Day - Bedworth through time (changes during war, industrial revolution etc) - Visitors / visits to discuss local history <i>Trip to Bedworth</i>	The Shang Dynasty <ul style="list-style-type: none"> - When and where the Shang Dynasty was – use archaeological evidence to draw conclusions - Social hierarchy of the Shang dynasty - Religious beliefs and practices - Discovery, purpose and significance of oracle bones - Examine artefacts - Fu Hao and the discovery of his tomb Knowledge organiser	Leisure and Entertainment <ul style="list-style-type: none"> - How and why football has changed over the 20th Century - Young people's lives today compared with 1960s - British holiday industry from 1930s onwards - How important TV has been to British people - Changes in technology over 20th Century and how they have affected our lives Knowledge organiser
Substantive concepts:	town, trade, transport, travel. economy, industry, society	civilisation, culture, ruler (king, monarchy), religion, nation, enslavement, uprising	Culture, discrimination (including racism and sexism), economy, entertainment, golden age, government, leisure, society, technology, transport, travel.
Key Vocabulary		Oracle bones, intact, jade, bronze, cowrie shells, craftsmen, tomb, military	Broadcast, economy, entertainment, golden age, leisure, society, technology.
Substantive Knowledge:		<ul style="list-style-type: none"> - The Shang Dynasty was founded around 1600BC when Cheng Tang overthrew the Xia dynasty - 1400-1200BC – the earliest examples of Chinese writing - 1200BC – Fu Hao dies. Her tomb is the only intact Shang tomb that has been found. This is significant because the tomb and its contents were intact, and has helped us interpret this 	<ul style="list-style-type: none"> - During the 20th century, working conditions became better for many people. Working hours were limited and workers were entitled to holidays. People had more free time and often more money to spend on doing things they enjoyed. - Holidays at the seaside were popular, as were holiday camps. As air travel became more affordable, more people went on holidays

Commented [KOASB2]:

		<p>period</p> <ul style="list-style-type: none"> - 1046BC – Slaves revolt and the dynasty is overthrown and replaced by the Zhou dynasty - Shang craftsmen used a variety of materials such as jade, bronze, clay, wood and bone - Their supreme god was called Shang Di, whom they believed only communicated through royalty - Priests would write on oracle bones which were heated until they cracked, then the king would interpret the answers - Shang Society had a clear hierarchy 	<p>abroad.</p> <ul style="list-style-type: none"> - Seeing and taking part in sport became easier for most people. Sport was made available on radio and television, and more sports facilities were built. - Music technology developed so that by the end of the century, music could be listened to anywhere. Popular music became more accessible and reflected the mood of society at the time. - Cinema experienced a golden age in which lots of famous films were created. Television also developed to entertain people at home. - Computer games developed from universities to arcades and finally, to people's homes. Portable games were available by the end of the century.
<p>Disciplinary concepts:</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Start to explain the impact of some changes that have happened throughout different periods of time. - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Begin to understand that historical events create changes that have consequences. - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Start to give reasons for these similarities and differences. - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Begin to understand that historical events create changes that have consequences. - Explain a series of directly related events that happened in the lead up to a historical event. - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that some causes may be more significant than others and that some causes are less significant. - Begin to understand that historians may not agree on the main causes of an event. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time.

	<p>Historical Significance</p> <ul style="list-style-type: none"> - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had. 		<ul style="list-style-type: none"> - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.
<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

	<p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	<ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p> <p>identify and note connections, contrasts and trends over time in the everyday lives of people;</p> <ul style="list-style-type: none"> - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <p>present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives;</p>	
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	Autumn	Spring	Summer
<p>Year 6</p>	<p>World War Two</p> <ul style="list-style-type: none"> - Causes of WW2 and order events from WW1 - Evacuation - Rationing - The role of women - The Holocaust - Key events on a time line <p><u>Knowledge organiser</u></p>	<p>Crime and Punishment</p> <ul style="list-style-type: none"> - The Roman Legacy – what the Romans believed. Terms used in crime and punishment - Anglo-Saxon laws and justice – compare with modern system - Tudors – different punishment methods - Dick Turpin – find out about his life using sources - Experience of Victorian prisoners - Compare modern methods of crime prevention and detection with the past <p><u>Knowledge organiser</u></p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> - Who were the Ancient Greeks – key events - Alexander the Great’s Empire - Daily Life in Ancient Greece - Athens and Sparta – contrasts - Explore the Olympics in Ancient Greek times through examining primary sources - Olympic games now and then (similarities and differences) - Greek Gods and Goddesses – links to R.E. teaching <p><u>Knowledge organiser</u></p> <p>Workshop https://www.historyofthepage.co.uk/workshops/ancient-greece/</p>

Substantive concepts:	Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion), discrimination (including racism and sexism),	Culture, government, law, justice, society, power, Religion, punishment	Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).
Key Vocabulary	Allies, atomic bomb, Axis Powers, evacuation, Nazi party, persecution, rationing.	Bobbies, peelers, deterrent, execution, highwaymen, humiliation, judge, jury, ordeal, treason, victim, trial	Ancient, city state, civilisation, democracy, empire, legacies, myth.
Substantive Knowledge:	<ul style="list-style-type: none"> - The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge. - At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. - Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. - Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy. - Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too. - The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year. 	<ul style="list-style-type: none"> - Roman laws, written around 450 BC, were called the 'Twelve Tables'. Punishments were severe to deter people from not following them. Judges and juries were used to decide if someone was guilty or not guilty. The worst crime, treason, was punishable by being thrown to the lions. - Anglo-Saxon people accused of a crime had a trial. If a decision as to whether the person was guilty or not guilty could not be made, a trial by ordeal would take place. - Cold water ordeal - A person's hands and feet were tied together and they were thrown into an ice-cold lake. - Iron bar ordeal - Criminals would have to carry a glowing hot iron bar in their hands. - Hot water ordeal - A criminal's hand would be plunged into a pot of boiling water - Tudors came up with even more terrifying punishments, including public executions. The scold's bridle was worn for gossiping; the rack used to stretch out the victim's body for treason; and the dunking stool to find out if someone was a witch. - Victorians looked for alternative ways to hanging people for committing crimes. Many prisons were built in order to prevent people committing further crimes. Prisoners had to do very physically demanding tasks 	<ul style="list-style-type: none"> - Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. - Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. - Many objects produced in Ancient Greece were made by enslaved people. - The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. - Ancient Athens is where democracy began. - The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. - The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. - There are lots of myths that originate from this time, including the Trojan War.

<p>Disciplinary concepts:</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Understand that one event can have multiple consequences that impact on many countries and civilisations. - Understand and describe in some detail the main changes to an aspect of a period in history. Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. - Address and devise historical questions about cause and consequence. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify why some changes between different periods of time have had more significant consequences than others. - Start to explain the impact of some changes that have happened throughout different periods of time. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Begin to understand that historical events create changes that have consequences. - Explain a series of directly related events that happened in the lead up to a historical event. - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Start to give reasons for these similarities and differences. - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
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	events from a period of history and give some detail about what they did/what happened and what impact it had.		
Historical Enquiry	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - show an awareness of the concept of propaganda; <p>Historical Investigations</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <p>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - find and analyse a wide range of evidence about the past; - use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - consider different ways of checking the accuracy of interpretations of the past; - start to understand the difference between primary and secondary evidence and start to question its reliability; - know that people in the past represent events or ideas in a way that may be to persuade others; - continue to develop their understanding of how historians and others investigate the past. <p>Historical Investigations</p> <ul style="list-style-type: none"> - recognise when they are using primary and secondary sources of information to investigate the past; - use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Knowledge and Understanding of Events and People in the Past</p>

			<ul style="list-style-type: none">- identify and note connections, contrasts and trends over time in the everyday lives of people;- use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;- describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none">- present, communicate and organise ideas about from the past using detailed - discussions, debates and more detailed written narratives;- plan and present a self-directed project or research about the studied period.
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